

# Dr. Laura Lucinda Miller

Email [llmiller@gmu.edu](mailto:llmiller@gmu.edu)  
Website <http://mason.gmu.edu/~llmiller>  
LinkedIn [linkedin.com/in/llmiller](https://www.linkedin.com/in/llmiller)

## PROFESSIONAL SUMMARY

Dynamic Assistant Professor at George Mason University with a proven track record in course design and the integration of instructional technology in teaching. Adept at guiding student research and fostering academic excellence, I develop innovative curricula that enhance multilingual student outcomes. Passionate about empowering learners and committed to enriching their educational experiences.

## SKILLS

- Teaching excellence
- Curriculum development
- Assessment
- Course design
- Technology integration in instruction
- Interdisciplinary collaboration
- Academic research
- Student research development

## EDUCATION

### PH.D., WRITING AND RHETORIC

George Mason University, Fairfax, Virginia

### M.A., LINGUISTICS

Indiana University, Bloomington, Indiana

### M.A., ENGLISH

California Polytechnic State University San Luis Obispo, San Luis Obispo, California

### B.S., BIOLOGICAL SCIENCES

California Polytechnic State University San Luis Obispo, San Luis Obispo, California

## EXPERIENCE

### ASSISTANT PROFESSOR — George Mason University, INTO Mason

Fairfax, Virginia, *December 2024 - Present*

- ENGH 123: one semester 4-credit first-year composition course for undergraduate students in the International Year One (INYO) program; equivalent to ENGH 100 offered by the Mason English department with registration reserved for INTO Mason students
- ENGH 100: one semester 4-credit first-year composition for self-identifying multilingual writers that provides language-enhanced composition instruction, opportunities for extra practice, and more individualized support while developing reading, writing, and research strategies for a range of rhetorical contexts.

**TERM INSTRUCTOR & COURSE COORDINATOR FOR INYO ENGH 121-122-100 — George Mason University, INTO Mason** Fairfax, Virginia, *August 2014 - December 2024*

- INYO 504: Graduate Transitions for International students; covered academic and cultural adjustments to study in the U.S., with a focus on graduate study and career readiness in the 21C
- ENGL 121-122: year-long freshman composition course for undergraduate students in the International Year One (INYO) program co-taught with English department faculty
- ENGH 100: one semester first year composition for multilingual writers in INYO undergraduate pathway programs; co-taught with English department faculty
- EAP 100: language and academic skills for undergraduates in the INYO engineering pathway
- EAP 113: language support for INYO undergraduate students enrolled in Physics 160
- EAP 110: course for INYO undergraduate engineering pathway that combines ENGH 121, EAP 113, and several other first year student learning outcomes
- Course Coordination & Program Development: Met with ENGL 121-122/100 INTO & English department faculty to communicate program goals and protocol; assisted faculty with course implementation
- Developed and continued to revise curriculum for ENGH 121/122-100
- Co-developed EAP 110 – English Language, Composition & Academic Skills for Multilingual Students, a composition 6 credit course that integrates language instruction with composition instruction as a way of preparing multilingual undergraduate students to be successful academic writers across the curriculum
- Developed EAP 100 (now EAP 116 for S.T.E.M. students) course for engineers – 1 credit course that continues language instruction encountered in EAP 110 for engineers and engages students with university resources and policies with a focus on academic success and career goals
- Serve on INTO Mason's Undergraduate Pathways/INYO Curriculum Committee

**INSTRUCTOR & COURSE COORDINATOR — George Mason University, Center for International Student Access (CISA)** Fairfax, Virginia, *August 2010 - August 2014*

- ENGL 121-122 (year-long freshman composition course for undergraduate students in ACCESS co-taught with English faculty)
- Course Coordination & Program Development: Meet with ENGL 121-122 ELI & English department faculty weekly to communicate CISA/ACCESS department goals and protocol; assisted faculty with course implementation
- Served on CISA's ACCESS Curriculum Development Subcommittee

**INSTRUCTOR & INSTRUCTIONAL TECHNOLOGY COORDINATOR — George Mason University, English Language Institute (ELI)** Fairfax, Virginia, *January 1996 - August 2014*

- Advanced English Grammar, High Advanced Writing, High Advanced Reading, Advanced Core (integrated reading, writing & grammar), Advanced Oral Communication Skills, Graduate Seminar, various content and skill-based electives such as TOEFL prep, spelling, drama and newspaper production, Bridge and Transition Programs (used English content from Mason credit course to help enrolled students develop English language and study skills; Bridge for enrolled LEP undergraduates, transition for advanced level intensive English program students) - developed syllabus & overall course structure; created & administered class assessment and grading
- Instructional Technology Coordinator: Managed department computerized language learning lab; developed and coordinated faculty, staff & student technology training

## **ADJUNCT INSTRUCTOR — George Mason University, English Language Institute (ELI)**

Fairfax, Virginia, *August 1992 - December 1995*

- High Advanced Writing, Advanced Core (integrated reading, writing & grammar), Advanced Oral Communication Skills, High Beginner Oral Communication Skills, Low Intermediate Oral Communication Skills - developed syllabus & overall course structure; created & administered class assessment and grading

## **ADJUNCT INSTRUCTOR — Marymount University, English**

Arlington, Virginia, *August 1992 - May 1996*

- Courses: freshman composition, argumentation, American literature
- Developed syllabus and overall course structure, administered all grades, participated in department grading

## **ADJUNCT INSTRUCTOR — The George Washington University, English as a Foreign Language**

Washington, D.C., *August 1992 - May 1994*

- Courses: English for science & engineering students
- Collaborated on curriculum and exam development, met with students upon request, graded all written work

## **ADJUNCT INSTRUCTOR — Northern Virginia Community College, Intensive English Program, College English**

Annandale, Virginia, *August 1992 - May 1994*

- Courses: reading & writing
- Implemented curriculum and developed exams, met with students upon request, and graded all written work

## **ASSOCIATE INSTRUCTOR — Indiana University, Intensive English Program at the Center for English Language Training (CELT) Bloomington, Indiana, August 1990 - May 1992**

- Courses: reading, writing, grammar, listening & speaking at intermediate and advanced levels

## **LECTURER — California Polytechnic State University San Luis Obispo, English Department**

San Luis Obispo, California, *September 1987 - August 1990*

- Courses: freshman composition, argumentation, technical writing
- Teaching Assistant for Dr. Peggy Lant - American Literature

## **PUBLICATIONS AND PRESENTATIONS**

- ["Writing Faculty Perception and Application of Linguistic Justice Principles"](#) Dissertation 2024
- ["Creating Containers of Support and Hope through Mindfulness and Other Contemplative Pedagogies: Fostering Transfer In & Beyond the Writing Classroom"](#) CCCC 2023 Convention Writing & Cognition Standing Panel Group Presentation with Jennifer Consilio, Lewis University, and Suzanne Woodring, University of Rochester, February 2023
- ["Embodied Cognition Instructional Practices to Enrich Student Learning"](#) 2023 Innovations in Teaching and Learning Conference, September 2023, George Mason University, Fairfax, VA
- ["Writing for All Bodies: Promising Uses of Embodied Cognition in Composition"](#) CCCC 2022 Convention, Writing & Cognition Standing Panel Group Presentation pre-recorded presentation with Jackie Hoermann-Elliott, Texas Women's University, and Allison Ellsworth, Arizona State University, online, March 2022

- ["Enhancing international L2 students' receptive and productive skills in English academic writing: An explicit method for integrating language and composition goals in a first-year writing course"](#)  
Presentation with Anna Habib at the 2019 Symposium on Second Language Writing (SSLW), Arizona State University, Tempe, Arizona 2019
- ["Adding Multilingual Voices to the Public Sphere"](#) roundtable presentation at the [NCTE 2017 National Conference](#), November 2017 in St. Louis, MO
- "Effective Dynamic Written Corrective Feedback for L2 Writers" [poster](#) presented at TESOL 2017 International Convention & English Language Expo, March 2017 in Seattle, WA with Paul Michiels
- ["Dynamic Written Corrective Feedback: A Tool to Improve Multilingual Student Writing"](#) presentation at the 2016 Innovations in Teaching & Learning Conference, September 2016, George Mason University, Fairfax, VA with Anna Habib & Paul Michiels
- ["Comprehensive Internationalization: An Institutional Approach to Cross-Campus Collaboration"](#) presented at the NAFSA Region VIII Conference, November 13-16, 2013 in Pittsburgh, PA with Kirsten McLagan of Mason's English Language Institute
- ["Preparing International Students to Meet Academic Writing Challenges"](#)  
Presentation with Melissa Allen at the Colonial Academic Alliance's Global Education Conference, Virginia Commonwealth University, Richmond, Virginia 2010
- ["Studies of Multilingual Writers"](#)  
Presentation with Melissa Allen and Terry Zawacki at the Symposium on Second Language Writing (SSLW), Arizona State University, Tempe, Arizona 2009
- "Language Background and Writing in English," *Report Writing at the World Bank: Background Readings*. (2008): 15-20. Web. 5 Jul. 2013.  
<[http://colelearning.net/rw\\_wb/resources/Background\\_Readings.pdf](http://colelearning.net/rw_wb/resources/Background_Readings.pdf)>
- Book review of Calling on CALL: From Theory and Research to New Directions in Foreign Language Teaching by Lara Ducate and Nike Arnold (Editors); [Language Learning & Technology](#) Vol.11, No.1, February 2007, pp. 40-44; available at < <https://www.lltjournal.org/item/10125-44087/>>

## SERVICE

---

- **George Mason University Faculty Senate**, 2021-2025 – University College Senator; member English Language Proficiency Task Force & Technology Policy Committee
- **Sterns Center for Teaching and Learning** - ITL 2018 Conference Planning Committee
- **INTO Mason** – Faculty Assembly Parliamentarian (2021-present), Faculty Affairs Committee (2018-present) Undergraduate Pathways/ Undergraduate International Year One (INYO) Curriculum Committee (2014-present), Professional Development Committee (2017-2018)
- **CISA** – Curriculum Subcommittee (2010-2014)
- **ELI** – The Commission on English Language Program Accreditation (CEA) Accreditation Report Editor (2002 & 2007), Curriculum Committee, Assessment Committee, Retreat Committee

## AWARDS

---

- Linda Schwartzstein Faculty Excellence Award, George Mason University 2013

## AFFILIATIONS

---

- The Assembly for Expanded Perspectives on Learning (AEPL)
- Beta, Beta, Beta – National Biology Honor Society (BBB)
- Conference on College Composition and Communication (CCCC)
- The International Society for Technology in Education (ISTE)
- National Council of Teachers of English (NCTE)
- Rhetoric Society of America (RSA)
- Teachers of English to Speakers of Other Languages (TESOL)