

Melissa McCoul

EDUCATION

PhD in English, University of Notre Dame Specializations in 18 th and 19 th C children's studies Graduate Minor in Gender Studies	May 2017 July 2016
MA in English, Michigan State University	May 2011
Dual BAs in English, Elementary Education, Michigan State University	May 2007

FACULTY TEACHING EXPERIENCE

ENGL 104: Rhetoric and Composition Full-time Instructional Faculty position. Multiple regular, honors, and supportive sections of introductory writing and research, with a focus on digital media and multimodal composition. Spring 2021 section fully online and asynchronous.	Fall 2017-Spring 2020, Spring 2021, Fall 2022, Fall 2023, Fall 2024, Fall 2025
ENGL 203: 19th Century Visions and Revisions, Full-time Instructional Faculty position. Designed and taught writing-intensive introduction to literature course, with a focus on the afterlives of 19 th C novels. Fall 2020 section fully online and asynchronous.	Fall 2019, Fall 2020, Spring 2022, Spring 2023, Spring 2024, Spring 2025, upcoming Spring 2026
ENGL 321: 19th Century Literature—Romanticism, Full-time Instructional Faculty position. Designed and taught writing-intensive upper-level Romanticism survey course. 2019 section had embedded Honors section. 2021 section fully online and asynchronous.	Spring 2019, Spring 2021
ENGL 360: Children's Literature, Full-time Instructional Faculty position. Course types include accelerated summer sessions, embedded honors sections, and fully online and asynchronous. All versions focus on recent trends in picture books and middle-grade literature, with special focus on diversity in gender, sexuality and race.	Fall 2018, Summer 2019, Spring 2020, Fall 2020, Fall 2021, Spring 2023, Summer 2023, Fall 2023, Spring 2024, Summer 2024, Spring 2025, Summer 2025

Melissa McCoul, 2025
Senior Lecturer in English, TAMU
mmccoul@tamu.edu

ENGL 361: Young Adult Literature,

Full-time Instructional Faculty position. Course types include full semester and accelerated summer sessions, plus embedded honors sections and Aggie Achieve sections, all focusing on recent trends in YA literature with special focus on gender, sexuality and race.

Summer 2021, Spring
2022, Fall 2022, Fall
2024, Fall 2025,
upcoming Spring 2026

Undergraduate Mentoring

Independent Study: ENGL 491: Global Magic Systems

Fall 2025

I am working closely with sophomore English major Rain Cakmak to locate and discuss YA novels highlighting the intersections between non-Western mythologies and systems of magic.

Independent Study: ENGL 491: Children's Gothic

Spring-Fall 2024

I worked closely for a full year with senior Honors English major Arifa Zaman on her capstone thesis, which required her to select and read children's Gothic novels, plus relevant scholarship and theory. We examined the major tropes and boundaries of the genre, and the ways the genre both inherits and diverges from its 18th century forebears.

Independent Study: ENGL 485: The Phenomenon of the Magical Boarding School

Spring 2024

I worked closely with senior Chemistry major and Sci-Fi/Fantasy minor Alex Friestman to select and read children's and young adult novels from a diverse background that take place at and highly feature the workings of magical boarding schools, including historical as well as recent works. Alex's final project was a 20-pg piece of original fiction set in a boarding school of her own, based on elements from the texts we've read.

Independent Study: ENGL 485: Teaching Young Adult Literature in the High School Classroom

Spring 2023

I worked closely with senior English major and preservice teacher Hayley Fleener to select and read young adult novels intended for teaching in a local school district. Hayley's final project was a unit plan for a 10th grade class accompanied by a letter to the school board advocating for her book choices.

Honors Capstone Project: Shakespeare Adaptations

Fall 2022-Spring 2023

I worked closely with junior English major Dannie Albor for a full year to construct her final Honors thesis around Young Adult adaptations of Shakespeare plays, accompanied by pedagogical readings on teaching these adaptations in high school contexts.

Independent Study: ENGL 485-ENGL 497: Queer Fantasy

Fall 2020-Spring 2021

I worked extensively with English major Delaney Peden on an independent studies course which investigated developments in queer YA fantasy. Together we selected 16 novels and appropriate secondary sources to support a conference paper draft in February and a seminar paper final in May. Delaney submitted the conference paper to ChLA, and intended to submit the seminar paper version as a writing sample when applying for graduate study. I also continued to mentor Delaney past the end of her course, including recommending her for a teaching job.

Independent Study: ENGL 485: Intersectionality

Fall 2019

I worked closely with senior English major Kalanit Knackstedt to craft a study focusing on the intersection between race and gendered violence in YA fantasy novels. Together, we chose 11 novels as well as foundational texts in intersectionality to support Kalanit's final 20-25pg seminar paper.

Independent Honors Study: ENGL 485H-ENGL 497H: Disability

Fall 2019-Spring 2020

I worked closely with senior English major Ashlee Havlak for a full year to craft an Honors course which investigated the role of physically and cognitively disabled protagonists in middle grade contemporary fiction. Ashlee and I collaboratively selected 16 books and 8 articles across the two semesters, which serve as the grounding for an academic article, which Ashlee prepared for submission to *Children's Literature Association Quarterly* in summer 2020. I now teach several of these texts in my own classroom.

Selected Special Teaching Experience

Honors Section: ENGL 104—200HNR

Fall 2023, Fall 2024

I taught the first- and second-ever sections of Honors ENGL 104 at Texas A&M, which involved longer and more detailed close-reading assignments and researched arguments, as well as two presentations per student throughout the semester, one on individually-selected readings and connections to course materials and one on their developing research project.

Aggie Achieve Instructor

Fall 2022, Fall 2024, Fall 2025

I have taught a total of four students with cognitive or intellectual disabilities in my Young Adult literature classes, including modifying assignments and communicating regularly with students and staff about student needs.

Honors Sections: ENGL 360—200HNR

Fall 2019, Spring 2020, Spring 2023, Spring 2024, Fall 2025

I have taught a total of 26 students in embedded honors sections within my reading-focused children's literature courses, which required an additional short paper and a presentation that asked them to highlight current research in children's literature and offer related reading suggestions for their peers.

Honors Section: ENGL 361—200HNR

Spring 2022, Spring 2024

I taught a total of 9 students in embedded honors sections within my already reading-focused YA literature course, which required an additional short paper and a presentation that asked them to highlight current research in YA and link it to our course readings for their peers.

FACULTY SERVICE

Close Reading Brown Bag Organizer

Fall 2025-Spring 2026

Dr. Mary Ann O'Farrell and I are organizing a series of brown-bag seminars and discussions on the pedagogical and social significance of the practice of close reading. 2-3 faculty gatherings on different topics will be held Fall 2025, with a projected campus visit by an external scholar planned for Spring 2026.

CASTLE Faculty Advisor

August 2024-present

I advise the student organization Connected Aggies Serving Through Leadership Experiences, helping them organize and host social, volunteer, and leadership events and attending multiple events per semester

203 Ancillary Materials Committee

Spring 2023

I participated in sharing and organizing adaptable pedagogical materials for incoming ENGL 203 instructors.

Aggie Allies Training

April 13, 2022

I gained comprehensive training in LGBTQ+ issues as offered through the campus Pride Center

Pride Mentor

Spring 2022-present

I mentored two undergraduate students per semester through the Mentoring Program hosted by the LGBTQ+ Pride Center on campus. I met with them monthly to help fulfil their career and academic goals, as well as find their communities on campus.

OER Textbook Adoption

Spring 2021-Spring 2024

In Spring and Fall 2020, I participated in the research and distribution phase of the open-access technical writing and composition textbooks created by faculty members Claire Carly-Miles, Terri Pantuso, and others by distributing textbook surveys to my classes and completing faculty reviews myself. In Spring 2021, I adopted the OER resource *Howdy or Hello?* for my online ENGL 210. From Spring 2022, I participated in writing the children's literature section and editing all chapters of the Science Fiction 203 OER textbook.

Graduate Teaching Assistant Orientation

August 2019

Invited by Terri Pantuso to support Graduate Assistants with developing skills in grade norming, rubric formation and use, and time management preparatory to their first teaching experiences.

Graduate Instructor Support

Fall 2019-present

Hosted 7-10 early-career graduate student teachers per semester in my ENGL 104, 203, and 360 courses in conjunction with Dr. Anne Morey's ENGL 697 pedagogy course. I also arranged for debriefing meetings with each graduate student after the class session to share experiences and answer questions.

Visiting Scholar Support

April 2019

I participated in organizing and supporting Phi Beta Kappa Visiting Scholar Laura Brown's visit and lecture "'Real' Animals and the Eighteenth-Century Literary Imagination," including attending the talk and social events, escorting, and hosting Dr. Brown in my Romanticism course.

FIRST Faculty Mentor

Fall 2018-Fall 2024

I serve as a resource for first-generation college students looking to acclimate to Texas A&M and college expectations. Recently, I have offered to serve as a mentor for individual students, as need arises.

TAMU Mentor UP Faculty Mentor

I worked one-on-one with a high school upperclassman to answer their questions and provide resources to ensure a smoother transition to college.

Fall 2018-Spring 2019,
Spring 2023

Professional Development

Workshop: Strategies and Approaches: Helping Students Understand the Nature of Participation and Discussion in the College Classroom	August 21, 2025
Workshop: Exploring Motivation and Personal Accountability of Today's Student: Instructional Strategies for Success	August 19, 2025
Workshop: Empower and Engage: High-Impact Teaching for Student Success	July 15, 2025
Workshop: Classroom Observation	February 29, 2024
Workshop: Supporting Students in Distress	March 29, 2023
"Fostering Independence in Mentoring"	February 6, 2023
"Supporting Student Mental Health to Improve Academic Success"	February 3, 2023
"Supporting First-Generation Students in the Classroom and Beyond."	November 9, 2022
Children's Literature Association Roundtable on Banned Books Participant	April 7, 2022
Maximizing Student Engagement and Learning Using Relationships	April 1, 2022
Understanding the Promotion Process as an APT Faculty Member	March 21, 2022
Pedagogy at the Podium: Social Justice In (or Lacking In) Library Education	Feb. 22, 2022
YA Theory Reading Group Participant	Spring 2022-present
Improving the Critical Thinking Skills of Today's Students	Feb. 8, 2022
Using Principles of Translingualism in Writing Center Spaces and Consultations	Feb. 3, 2021
Teaching Writing Across the English Department Curriculum	Feb. 10, 2021
Not Grading Writing as Teaching Writing Now: Consideration of Diversity, Inclusion and Social Justice	Feb. 4, 2021
Labor-Based Grading Contracts as Antiracist Classroom Writing Assessment Practice	Feb. 5, 2021

SELECTED GRADUATE TEACHING EXPERIENCE

Dark and Stormy Night: History of the Gothic and Detective Novel

Fall 2016

Instructor of Record, University of Notre Dame.

Independently designed and taught 18th-19th C novel history course for non-majors, with lecture, discussion, and creative as well as analytical writing assignments.

Once Upon a Time: Children's Literature from Aesop to Harry Potter

Fall 2015

Instructor of Record, English 20151, University of Notre Dame.

Independently designed and taught general education course featuring both analytical and creative assignments for 15 upper-level non-majors.

Introduction to Gender Studies

Fall 2014-Spring 2015

University of Notre Dame. Co-Instructor of Record, With Catherine Brix.

Competitive co-teaching assistantship organized around a collaboratively-designed syllabus of critical gender theory and case studies for a keystone course of 22 Gender Studies majors and minors.

Multimedia Writing and Rhetoric 13300-003

Spring 2013

Instructor of Record, University of Notre Dame.

Core writing course for 16 first-year students. Through three weekly discussion sections and writing workshops, I taught students how to apply rhetorical principles to traditional research papers, video essays, oral presentations, and audio podcasts.

SELECTED GRADUATE SERVICE

Co-Organizer for English Graduate Student Research Symposium

Spring 2016

2-day on-campus conference for English graduate students. Solicited proposals, organized and moderated panels, and presented new work.

English Graduate Student Association Professionalization Chair

2015-2016

Elected position responsible for organizing and moderating workshops for early graduate students.

Gender Studies Research Workshop Co-Coordinator

2015-2016

Competitive position responsible for organizing faculty and student presentations of interdisciplinary gender research.

Conference Coordinator

Spring 2014

“Fun with Dick and Jane: Gender and Childhood.” Notre Dame, IN.
Primary organizer of 500-participant, multidisciplinary international conference.

WRITING PROJECTS

Dissertation:

“Come Play with Me: Theorizing Child's Play, Narrative
World-Building and Imaginative Embodiment in Literature,
1749-1911.”

Defended March 10, 2017

Publications:

In development. “Unlikely Sisters: Anger and Empathy in *Anne of Green Gables* and *I Am Not Your Perfect Mexican Daughter*” as chapter in edited collection, *Anne for Everyone: Green Gables, Children of Color, and Global Childhoods*, edited by Sarah Park Dahlen and Ebony Elizabeth Thomas.

Accepted May 16, 2025

Forthcoming. Review of *Positioning Pooh: Edward Bear after 100 Years*, ed. Jennifer Harrison. *The Lion and the Unicorn* vol. 48, iss. 2, April 2025.

April 2025

Selected Conference Presentations:

“ ‘My Bad Foot’s a Long Way from My Brain:’ Disability and Education in *The War That Saved My Life* and *The Girl From Earth’s End*. ChLA 2024. University of Wisconsin-Madison, Madison, WI. May 30-June 1, 2024

“Once More with Feeling: Writing, Femininity and Self-Expression in *Little Women* and *The Poet X*.” ChLA 2023, iSchool at the University of Washington, Bellevue, Washington. June 13-15, 2023

“Playing in the Poison Garden: Trauma, Health, and Playing Outside in *Secret Garden* and Kalynn Bayron’s *This Poison Heart*” June 2-4, 2022
ChLA 2022, University of Georgia, Atlanta, GA.

“Unlikely Sisters: Anger and Empathy in *Anne of Green Gables* and *I Am Not Your Perfect Mexican Daughter*,” June 13-15, 2019
ChLA 2019. IUPUI, Indianapolis, IN.

"Playing Detectives: Romantic Girlhood, Historical Fiction, and Imaginative Play in the Wollstonecraft Detective Agency Series." Feb. 28-March 2, 2019
IGSA 2019. University of Notre Dame, Notre Dame, IN.

“Playing at Being Dead: Charles Dickens, Child's Play, and Temporality.” August 23, 2016
ESSE 2016. National University of Ireland, Galway. Galway, Ireland.

“Buried Desires: Queer Disabled Histories in Wilkie Collins' *The Moonstone*.” INCS 2016. Appalachian State University. Asheville, North Carolina. March 12, 2016

“Female Complaints: Syphilitic Circulation and the Female Body in Late-Nineteenth Century Print Culture.” July 10-11, 2015
RSVP 2015. University of Ghent. Brussels.

“Running Wild: Imaginative Play, Physical Health, and the Mobile Girl's Body in Victorian Fiction.” April 16-19, 2015
INCS 2015 “Mobilities.” Georgia Institute of Technology. Atlanta, GA.

M.A. Thesis:

An Uneasy Burden: Maternity, Pedagogy, and Authority in the Travel Letters of Montagu, Wollstonecraft and Sansay. June 2011
MA Thesis. Under the direction of Dr. Edward Watts. Michigan State University, 2011. Ann Arbor: UMI, 2011. 1494587. Web.

References available upon request