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## Writing Teacher/Teacher-Trainer Statement

In botany, a node refers to the part of a plant stem from which one or more leaves emerge. In this statement, I use the idea of the node as a heuristic to consider how my teaching and teacher training are informed by multiple values, goals, and theories. These are points of intersection, convergence, opening that help to define the way I approach my own teaching as well as my training of other future writing teachers.

### *Rhetorical Writing Knowledge*

My teaching and training of future teachers is founded on the notion that writers become more effective as they learn and enact essential knowledges in the following domains (Beaufort):

- procedural knowledge, the understanding of writing as a recursive and multifaceted process that occurs over time;
- social knowledge, the understanding of writing as constrained and informed by communities of writers, readers, and other social actors;
- rhetorical knowledge, the understanding of writing as a transaction between writer and audience within a particular situation or context and for a particular purpose or goal; and,
- genre knowledge, the understanding of writing and writers as influenced by genres, and the understanding of genres as typified responses to common and recurring situations resulting in repeated forms, patterns, and conventions.

To help students and future teachers understand and practice with/in these domains, I combine a writing about writing approach with accessible and diverse texts and problem-oriented projects that invite critical thinking.

### *Open Education Resources & Practices*

I value open education resources and practices in my own teaching and encourage other teachers in the field of writing studies to adopt these resources and practices. As a coeditor of *Writing Spaces: Readings on Writing*, an open access textbook series for first year writing, I am continuously working to make OER texts for first year writing more diverse, robust, and widely adopted. In my graduate course on Teaching College Writing, I consistently encourage future teachers to adopt these resources in order to make their course content more accessible, affordable, and diverse. Additionally, I have partnered with the Wiki Education Program since 2011 to teach and train others in Wikipedia-based writing assignments. I view Wikipedia-based education as a critical practice in knowledge equity

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that increases public access to information while improving the encyclopedia's coverage of marginalized subjects. As an instructor with Wiki Education, I have taught over 200 students to edit Wikipedia. Combined, those students have added over 117,000 words to the encyclopedia.

### ***Public Engagement***

In order to gain authority, students and teachers of writing need to understand writing as both rhetorical and constructivist. Writing effects change. In my Composition I course design, I teach a collaborative social justice campaign project in which students work in groups to create a digital project focused on a social problem in their community, leveraging digital technologies and platforms to reach multiple audiences. Beyond my teaching, I have planned, organized, and facilitated four Art + Feminism Wikipedia Edit-a-thons. These events invite members across the academic community to improve encyclopedic content on topics that have been marginalized due to the encyclopedia's systemic biases. They also allow students across disciplines to practice skills related to critical thinking, digital literacy, and online source evaluation, among others. At my most recent Edit-a-thon, held virtually due to COVID-19, 42 editors edited 57 articles and added over 14,000 words to improve coverage of women and the arts in the encyclopedia.

### ***Equity & Diversity***

Sponsoring equity and diversity informs my teaching, teacher-training, research, and service. In terms of teaching and teacher-training, I create and encourage content from diverse authors and representing diverse identities. I believe linguistic and cultural difference to be assets for learning and teaching writing. I practice and recommend to other teachers equitable and anti-racist assessment practices based on labor-based contract grading (Inoue), which I have used in my own teaching since 2011. My own use of contract grading enables a learning environment in which students can experiment with translingual and multimodal forms to disrupt standard academic English ideologies. As a graduate teacher and mentor, I make it a goal to publish with BIPOC and women graduate students who face marginalization and discrimination in the academy.

### ***Accessibility and Embodied Learning***

Whatever the institutionally designated modality, I view my teaching as always taking place online to some extent. In face-to-face, hybrid/hyflex, and fully online learning contexts, I emphasize accessibility and effective learning experience through the following practices:

- incorporating multiple modalities of content and instruction to teach towards multiple, diverse learning styles and bring voice, embodiment, form, and interaction into my teaching;
- engaging consistency and repetition across assignments and activities to ensure student-teacher expectations align and to establish a pattern of scheduled due dates and feedback; and,

- making room for embodied learning with synchronous and asynchronous video instruction and student participation, multimodal feedback, and pre- and mid-term student surveying.

These core values support the establishment of social, cognitive, and teaching presences as defined in the Community of Inquiry framework (Stewart)

### ***Accommodation***

Accommodation is a core value of my pedagogy and administration. Any student in my class may request a learning accommodation (even without documentation, which can carry stigma) and I do my best to consider their request. In my teacher training, I emphasize the need for pedagogical attention to disability and universal design. We read scholars like Jay Dolmage and M. Yergeau to understand how writing has traditionally valued normative bodies and to make room for challenging dominant forms and embodiments.

### ***Pandemic Pedagogy***

COVID-19 continues to threaten life, livelihood, health, access, and other socio-material circumstances. My teaching and teacher-training responds to the pandemic through flexibility and increased student survey procedures that attend to issues of access and accountability. Continued learning is essential during this time, but it must be done with understanding and a more radical support for students.