

KENDRA SLAYTON

Department of English · Clemson University · 801 Strode Tower, Clemson, SC 29634
 (517) 489-9193 · kslayto@clemson.edu

EDUCATION

- 2019 **Ph.D., English**, University of Tennessee
 Dissertation: *For commune profit sith it may availle: Gender, Free Will, and Circumscription in Chaucer*
 Committee: Laura Howes (chair), Mary Dzon, Mary Papke, & Jay Rubenstein
- 2013 **M.A., English**, University of Tennessee
- 2008 **B.A., English**, second major in Japanese, Michigan State University

RESEARCH & TEACHING INTERESTS

Late medieval literature; medieval mysticism, theology and philosophy; feminist theory and literature; modern and postmodern women writers; sociological theory; global Middle Ages; writing and ELL pedagogy

ACADEMIC APPOINTMENTS

- 2022– **Visiting Assistant Professor of Medieval Literature**, Clemson University
- 2019–2021 **Marion L. Brittain Postdoctoral Fellow**, Georgia Institute of Technology
- 2018–2019 **Humanities Center Fellow**, University of Tennessee
- 2012–2018 **Graduate Teaching Associate**, University of Tennessee
- 2011–2012 **Graduate Teaching Assistant**, University of Tennessee

ADMINISTRATIVE APPOINTMENTS

- 2021 **Assistant Director**, Naugle Communication Center, Georgia Institute of Technology
Co-facilitated staff hiring; led new consultant and center assistant training; maintained center record keeping; developed and taught student-facing events and workshops; coordinated scheduling and meetings; collaborated with campus partners on programs such as 3MT and the Graduate Professional Development Passport.
- 2020–2021 **Interim Co-Director**, Naugle Communication Center, Georgia Institute of Technology
Trained consultants in best practices; supervised professional and student staff; maintained center record keeping; designed and conducted assessment and research initiatives; spearheaded student-facing events, workshops, and resources; liaised with other university programs; coordinated scheduling, meetings, and special events.
- 2018–2015 **Honors Study Abroad Program Co-Leader**, University of Tennessee at Cambridge, U.K.
Arranged pre-departure orientation and arrival procedures; assisted participants as a Resident Assistant; coordinated field trips, including excursions to Ely Cathedral, Bury St. Edmunds, Sutton Hoo, the British Museum and Library, the Globe Theatre, Blickling Hall, Oxford, and Canterbury Cathedral.
- 2014–2015 **Assistant Director of ESL Program**, English Department, University of Tennessee
Assisted in planning, proctoring, and grading the English Placement Exam for incoming international students. Conducted cross-institutional research on best practices in ESL placement and revised UTK's placement procedures to better prepare incoming students and accommodate student agency in the placement process.

PUBLICATIONS

WORKS IN PREPARATION

Unnatural Inclinations: Gender and Social Determinism in Chaucer. Monograph in progress.

“Using Digital Tools to Teach the Global Middle Ages.” Article in progress.

REFEREED ARTICLES

- 2021 “We Are Sharers’: Finding Community in Isolation.” Co-Authored with Jeff Howard and Rocío Soto. *The Peer Review*, International Writing Centers Association, Summer 2021. <http://thepeerreview-ivca.org/issues/issue-5-1/we-are-sharers-finding-community-in-isolation/>
- 2019 “Sex and Sovereignty: Angela Carter’s Medieval Toyshop.” *Critique: Studies in Contemporary Fiction*, 60.3, May 2019. <https://www.tandfonline.com/doi/abs/10.1080/00111619.2019.1580671>
- 2019 “Tied in ‘lusty leese’: Gender and Determinism in *Troilus and Criseyde*.” *The Chaucer Review* 54.1, Jan. 2019. <https://www.jstor.org/stable/10.5325/chaucerrev.54.1.0067>

PUBLIC-FACING WRITING AND REVIEWS

- 2021 A discussion of “The Green Knight” (Dir. David Lowery, 2021). *Technically Pop: A pop culture podcast from the Brittain Fellows at the Georgia Institute of Technology*. August 2021. <https://anchor.fm/molly-slavin/episodes/The-Green-Knight-e160r6c>
- 2021 “Perusall: Building Community and Confidence in an Online Classroom through Annotation.” *TECHStyle*, June 2021. <https://techstyle.lmc.gatech.edu/perusall-annotation-medieval-part-1/> and <https://techstyle.lmc.gatech.edu/perusall-annotation-medieval-part-2/>
- 2021 Interview, “Dr. Rob Griffin on Teaching English Language Learners.” In *World Englishes*, a Brittain Postdoctoral Fellow Committee & Magazine, Georgia Tech, <https://worldenglishes.lmc.gatech.edu/interview-dr-rob-griffin-on-teaching-english-language-learners/>
- 2021 Review of *The Tale of Princess Kaguya*, Studio Ghibli. In *World Englishes, Global Cinema Spotlight*, a Brittain Postdoctoral Fellow Committee & Magazine, Georgia Tech, <https://worldenglishes.lmc.gatech.edu/2021/04/20/world-cinema-spotlight-the-tale-of-princess-kaguya/>
- 2020 Review of Yoko Ogawa, *Revenge: Eleven Dark Tales*, Translated by Stephen Snyder, Picador, 2013. In *World Englishes*, a Brittain Postdoctoral Fellow Committee & Magazine, Georgia Tech, <https://worldenglishes.lmc.gatech.edu/book-review-revenge-eleven-dark-tales-by-yoko-ogawa/>

BOOK REVIEWS

- 2014 Review of Suzanne Verderber, *The Medieval Fold: Power, Repression, and the Emergence of the Individual*, Palgrave Macmillan, 2013. In *Comitatus* 45, 2014. <https://muse.jhu.edu/article/552544>

CONFERENCE PRESENTATIONS

- 2023 “In her kindly cuntre’: Margery as Transnational Network Builder.” Sponsored by the Mysticism and Lived Experience Network. International Medieval Congress. Leeds, UK, July. Upcoming.
- 2022 “Bodies in the *Taas*: The Violence of Forms in the *Knight’s Tale*.” Southeastern Medieval Association. Samford University, University of Alabama at Birmingham, and Birmingham-Southern College, November.

- 2022 “‘Mapping the Middle Ages’: Teaching the Global Middle Ages through Multimodal Composition and Digital Mapping.” *Teaching the Middle Ages Using Digital Mapping: Spatial Humanities in the Medieval Classroom*. Sponsored by the Teaching Association for Medieval Studies. International Congress on Medieval Studies. Western Michigan University, May.
- 2021 “‘By heigh ymaginacioun forncast’: Circumscribing Forces of Habit in the Nun’s Priest’s Tale.” Southeastern Medieval Association. Wofford College, November.
- 2021 “Supporting ELL Students through the Writing Center.” Roundtable organizer and participant (with Jeff Howard, Eric Lewis, and Rocio Soto). International Writing Center Association, October.
- 2021 “Tutor & Admin Experiences During COVID,” Featured panel co-speaker (with Jeff Howard, Rocio Soto, and Sabrina Nacci). Southwestern Writing Center Association-Georgia Fall Forum, September.
- 2021 “Training the Writing Center Consultant: Feedback for the ELL Writer.” Workshop co-facilitator (with Karen Head, Rob Griffin, & Caitlin Kelly). Southeastern Writing Center Association, February.
- 2021 “Writing Centers’ Roles in ELL Student Retention and Support.” Roundtable organizer and participant (with Rob Griffin, Hannah Lachmayr, and Steph Oliva). Southeastern Writing Center Association, February.
- 2021 “Technological Interventions: Our Responsibility in Institutional Decision-Making (Grammarly Case Study).” Co-presenter (with Karen Head, Jeffrey Howard, & Alok Amatya). Southeastern Writing Center Association, February.
- 2020 “Beowulf in the Composition Classroom.” *Teaching Medieval and Early Modern Literature in the Composition Classroom*, presenter and panel organizer. Duke University Symposium for Pedagogy and the Premodern, March.
- 2016 “*Unkyndeley enchyngng*: Social Determinism in the *House of Fame*.” Southeastern Medieval Association. University of Tennessee, Oct.
- 2014 “Assessing the Placement of L2 Writers: An Institutional Case Study of Student Perceptions.” Symposium of Second Language Writing. Arizona State University, Nov.
- 2014 “Transtextual Proverbial Wisdom: Reader Responsibility in the *Tale of Melibee*.” Southeastern Medieval Association. Clayton State University and University of West Georgia, Oct.
- 2013 “Criseyde Tied in *Lusty Leese*.” Southeastern Medieval Association. Appalachian State University, Oct.
- 2013 “Animalization and Agency in *Troilus and Criseyde*.” Newberry Center for Renaissance Studies Multidisciplinary Graduate Student Conference, Jan.

RESEARCH GRANTS

- 2021 School of Literature, Media, and Communication Summer Research Grant, Georgia Tech
In support of monograph research.
- 2018 Humanities Center Summer Travel Grant, University of Tennessee, Knoxville
In support of archival research at the British Library, London, U.K.
- 2018 Graduate Research Travel Fund, University of Tennessee, Knoxville
In support of archival research at the British Library, London, U.K.

FELLOWSHIPS AND AWARDS

RESEARCH

- 2018–2019 Humanities Center Graduate Student Fellowship, University of Tennessee
- 2017–2018 John Hurt Fisher Memorial Literature Prize, University of Tennessee
- 2016-2017 Norman J. Sanders Dissertation Fellowship, University of Tennessee

- 2016–2017 Joseph Trahern Medieval Dissertation Fellowship, University of Tennessee
- 2013–2014 Marco Keith Taylor Graduate Student Promise Award, University of Tennessee
- 2011–2014 John C. Hodges Fellowship, University of Tennessee

TEACHING AND TUTORING

INDIVIDUAL

- 2023 Holman Teaching Award, Department of English, Clemson University
- 2021 Naugle Communication Center Professional Tutor of the Year, Georgia Tech
- 2021 Southeastern Writing Center Association Professional Tutor of the Year
- 2019– “Thank a Teacher” Award (5), Georgia Tech Center for Teaching and Learning. Awardees are nominated directly by their students to show appreciation to faculty members.
- 2014 John C. Hodges Excellence in Teaching Award, University of Tennessee

UNIT

- 2021 Conference on College Composition and Communication (CCCC) Certificate of Excellence, Department-wide award (Georgia Tech)
- 2021 University System of Georgia Regents’ Teaching Excellence Award. Department-wide award for the Georgia Tech Writing & Communication Program. This award showcases an outstanding department or program that promotes, supports, and recognizes excellence in teaching and in service to students.
- 2020 Georgia Tech 2020 Unit Diversity Champion Award. This award recognizes the Writing and Communication Program's commitment to accessibility, excellence, diversity, equity, and inclusion. Georgia Institute of Technology. Contributor to 18-member Work Group to plan, draft, edit, and revise the unit nomination.
- 2012 Conference on College Composition and Communication (CCCC) Certificate of Excellence, Department-wide award (University of Tennessee)

TEACHING EXPERIENCE

- 2023 **Chaucer and Medieval Intertextuality** (MA level)
Clemson University (Spring 2023)
This course begins with the premise that adaptations always introduce new perspectives and biases and centers on Chaucer's intertextuality. Chaucer's language will be read in the original following intensive practice of Middle English; continental and classical sources will be in translation. Texts include Chaucer's Troilus and Criseyde; Boethius's Consolation of Philosophy; Boccaccio's Il Filostrato; Ovid's Metamorphoses; and Statius's Thebaid. Objectives include gaining confidence in reading Middle English; familiarity with medieval literature; and an understanding of critical debates within Chaucer studies. The course will also raise transferable questions of authorship and authority; of representation; of periodization; of canonization; and of the politics of revision.
- 2023; 2017 **British Literature I** (undergraduate level)
University of Tennessee (Fall 2017); Clemson University (Spring 2023)
This class covers the early British literature from the medieval to restoration periods. The course traces a wide range of genres and forms, including epic, romance, poetry, and drama, as well as topics including the rhetorical past; gender and agency; heroism; rulership and government; religion; and history.
- 2023 **Chaucer & Gender** (undergraduate level)
Clemson University (Spring 2023)
In the Wife of Bath's Prologue, Chaucer writes compellingly about gender, power, and representation in medieval literature. And yet, while Chaucer has been lauded by some as speaking almost as a protofeminist in these lines, other have rightly pointed out his often-problematic approach to portraying women, particularly along class lines. Taking the theme "Chaucer and Gender," this course will explore these and related issues of gender, performativity, masculinity, and sexuality, situated within the sociocultural context of the late fourteenth century. The class will also provide a deep-dive into learning Middle English—we will begin with intensive in-class practice and with interlinear editions, before transitioning into glossed Middle English editions for most of the

semester. Primary texts will focus on selections from the Canterbury Tales and selections of Chaucer's other shorter works. Additional readings may be drawn from Chaucer scholarship and literary theory.

- 2022 **The Medieval Period** (Undergraduate & MA level)
Clemson University (Fall 2022)
This course surveys medieval literature written in Old and Middle English as well as Irish and Anglo-Norman French and covers a range of genres such as chronicles; poetry; chivalric romance; mystical and religious texts; and travel narratives. Major projects include a presentation; researched literary analysis paper; and a creative project.
- 2022 **Directed Study: Mythology, Heroic Epic, and Romance** (MA level)
Clemson University (Spring 2022)
This directed study course explores the mythological origins of medieval heroic epic and romance. Readings include Beowulf; the Nibelungenlied; the Edda; the Ulster Cycle including the Táin Bó Cúailnge; and related later-medieval romances such as Sir Launfual and The Wedding of Sir Gawain and Dame Ragnelle. Analysis of relevant scholarly criticism is also included. Deliverables include an annotated bibliography.
- 2022 **Chaucer, Gender, and Free Will** (Special Topics in British Literature to 1699)
Clemson University (Spring 2022)
Chaucer's Troilus and Criseyde is the story of love and war during lockdown, set in the besieged Troy; his Knight's Tale the story of two cousins brought to mortal enmity over the love of Emilye, sister to Hippolyta, the recently conquered Queen of the Amazons; his Clerk's Tale the story of patient Griselda, poor wife of a rich Marquis whose vow of obedience is tested to its limits. Over and over throughout his oeuvre, Chaucer pursues questions of agency and free will in tandem with questions of gender dynamics. In this course, we'll take a deep dive into these and others of Chaucer's works. In so doing, we'll also consider Chaucer's theological, philosophical, and literary influences, reading excerpts of texts like Boethius's Consolation of Philosophy; Ovid's Metamorphoses; Aristotle's Ethics; Boccaccio's Teseida; and Thomas Aquinas's Summa Theologiae.
- 2022 **British Literature, Medieval** (Arts & Humanities General Education Course)
Clemson University (Spring 2022, 2 sections; Fall 2022, 2 sections)
This section focuses on "Social Selves in Medieval British Literature," exploring: What does it mean to be an individual in society? How do social pressures shape our decision making? To what extent are we determined by our social environment? How can individuals affect social change? How do ideologies such as codes of behavior and gender politics change over time? Goals are to hone critical thinking skills; conduct close textual analysis; form persuasive arguments; and study the sociocultural and historical contexts of literature. Assignments include reading responses and Perusall annotations; a midterm exam; a literary analysis essay; and a creative project.
- 2021 **Mapping the Middle Ages** (Freshmen Composition II; Honors section)
Georgia Institute of Technology
Many people assume that the Middle Ages was an era of isolation—but in fact, it was rich with trade, travel, and cross-cultural translation. In this course, we'll explore medieval literature outside the British and Western European traditions, including classical Chinese poetry; travel narratives such as Ibn Fadlan's Risala; and Japanese classics such as the Tale of Genji. We'll "map" figuratively and literally, with projects including: a multimodal pilgrimage/travel essay; a historical and geographical context guide; and a visual mapping project using tools like the Knight Lab's StoryMap and Timeline software. No prior experience with studying the medieval period is required, and all works will be read in translation.
- 2020–2021 **Storytelling and Society: Genres of Medieval British Literature** (Freshman Composition II)
Georgia Institute of Technology (Fall 2020)
This course teaches multimodal, rhetorical communication and research, focusing on Medieval Brit Lit. Stories provide escapism while allowing authors to relate personal experience, critique sociocultural ideologies, and shed light on who tells stories and who is silenced. We'll consider such issues by exploring epic, romance, and religious writing, such as Beowulf, Sir Gawain and the Green Knight, and selections from the Canterbury Tales. Assignments include reading annotations and responses; a class journal; a historical context research guide (slide deck + recorded presentation); and a creative adaptation (prototype + multimodal pitch).
- 2019–2020 **Repurposing the Past** (Freshman Composition II)
Georgia Institute of Technology (Fall 2019; Spring 2020)
This section teaches multimodal, rhetorical communication and research through the theme, "Repurposing the Past." Students investigate the strategic deployment of the past as a powerful rhetorical tool to achieve specific purposes in the present, analyzing media including the medieval epic Beowulf; the contemporary film Hidden

Figures; and contemporary adaptations such Mulan in Kingston's Woman Warrior. Assignments include a multimodal essay; a research website on a historical hidden figure; and a creative adaptation.

- 2015–2018 **History of the English Language & Early and Medieval British Peoples**
Graduate Assistant, University of Tennessee, Honors in Cambridge Summer Study Abroad
This program covers English etymology and philology; Pre-Roman and Roman Britain; the Early Medieval English peoples; monasticism; the Norman Conquest; Chaucer; and Shakespeare. Daily classroom meetings are enhanced with weekly experiential learning and fieldtrips. Facilitated syllabus design, reading/ video selection, and classroom discussions together with the principal instructor, Dr. Thomas Heffernan.
- 2015–2016 **Inquiry into Dystopia** (Composition II for Non-Native Speakers)
University of Tennessee (Summer 2016; Fall 2015)
What constitutes worst-case worlds for different people in different eras? What current events and sociopolitical critiques drive dystopian fiction like "Harrison Bergeron" or The Hunger Games? Students explore these questions through primary and secondary source research, as well as qualitative research. This Non-Native Speaker section additionally focuses on practicing grammar, syntax, and oral fluency.
- 2014–2016 **Academic English for Non-Native Speakers**
University of Tennessee (Spring 2016; Fall 2014)
A pre-composition course focusing on the development of English academic literacy for undergraduate students whose native or strongest language is not English, including reading, writing, vocabulary, and grammar, as well as some attention to listening, oral presentation, and pronunciation.
- 2013–2015 **Inquiry into Gender & Heroes** (Composition II)
University of Tennessee (Spring 2015; Spring 2014; Spring 2013)
This section focuses on heroism in literature and popular culture and the role of gender in such narratives. Students conduct primary and secondary source research, as well as qualitative research using interviews, while analyzing texts and media ranging from ancient tales such as the Iliad or the Ballad of Mulan to more modern examples such as Buffy the Vampire Slayer, The Hunger Games, and Batman.
- 2012–2013 **Issues in Education** (Composition I)
Instructor of Record, University of Tennessee (Fall 2013; Fall 2012)
This section focuses on issues in education, including access, creativity, and health programs while providing intensive instruction in writing and reading. Students analyze texts from diverse perspectives, developing substantive arguments through systematic revision, audience awareness, and source integration.
- 2008–2011 **English as a Foreign Language** (Grades 5–9)
Assistant Language Teacher, Yamanashi, Japan Exchange & Teaching (JET) Program
Taught English and designed activities to foster reading, writing, and oral fluency, including games, role playing scenarios, and other in-class activities and homework. I also developed and graded listening comprehension tests, and coached students for an annual, county-wide English speech contest.

STUDENT THESIS ADVISING

- 2022–2023 M.A., David Atkinson (*ecocritical analysis of warrior culture in the Irish epic Táin Bó Cúailnge*)

PEDAGOGICAL TRAINING

- 2020 Safe Space Training for LGBTQIA allyship, Georgia Tech, Oct.
- 2020 Remote Teaching Workshop, Writing and Communication Program, Georgia Tech, May
- 2020 "Introducing First-Year Students to Book History" Workshop Participant, Pedagogy and the Premodern Symposium, Duke University, Feb.
- 2019 Digital Pedagogy Seminar, Georgia Tech, Aug. – Dec.
- 2014 Teaching Second Language Writing (Graduate Course, ENGL 575), UTK
- 2013 Theoretical Issues in Second Language Writing (Graduate Course), UTK
- 2012 Composition Pedagogy (Graduate Course), UTK
- 2010 Japanese Linguistics & Pedagogy Course, Certificate of Completion, Japan Exchange & Teaching (JET) Program, Aug. 2009 – Feb. 2010

TUTORIAL AND STUDENT SUPPORT EXPERIENCE

2019–2021 **Professional Consultant**, Naugle Communication Center
Georgia Institute of Technology

Tutored undergraduate and graduate students, including English Language Learners, on written, oral, and visual communication projects. Designed and led workshops and events, including:

Visuals in Presentations, Fall 2020; Spring 2021; Fall 2021

Pre-Health Personal Statement Review Session, Spring 2021

Surviving Your Dissertation: Completion Tips, Spring 2021

Application Writing Bootcamp for Graduate and Medical School, Fall 2020

Paper-Writing Strategies for Computer Science Graduate Students, Fall 2020

Online Video Workshop for Planning & Drafting Literature Reviews, Summer 2020

Writing Strategies for Engineering Graduate Students, Spring 2020

Video Storyboarding Workshop, Fall 2019; Spring 2020

Literature Review Workshop, Fall 2019

2018; 2016 **Tutor, ESL Writing Center**
University of Tennessee

Tutored undergraduates, particularly in Composition and Business Writing, and graduate students working on seminar papers, publications, theses, and dissertations. Nominee for the Hodges Tutor Award, Spring 2018.

2015; 2011–2 **Tutor, Writing Center**
University of Tennessee

EDITORIAL EXPERIENCE

2020–2021 Managing Editor, *RAMBLE* multilingual student literary journal
World Englishes Committee, Georgia Tech

Distribute Call for Submissions and collect manuscripts and publication contracts. Assign manuscripts to reviewers. Collate feedback for student authors. Copyedit and format issue for digital publication.

2007–2008 Editorial Assistant, Books Division
Michigan State University Press

Proofread and edited manuscripts. Completed copyright and art permissions applications and grant proposals. Coordinated author and in-house revisions. Created interactive PDFs with basic coding.

SERVICE

REGIONAL SERVICE

2022– **Southeastern Medieval Association**, Executive Council member, three-year term

DEPARTMENTAL SERVICE

2021 **Podcast Committee**, member, Georgia Tech

2021 **Assignment Design Speaker**, Brittain Postdoctoral Fellowship Orientation, Georgia Tech

2020 **Academic Program Review**, Listening Session participant, Georgia Tech

2020–2021 **Syllabus Design Mentor**, Brittain Postdoctoral Fellowship Orientation, Georgia Tech

2020 **Hiring Committee**, Brittain Postdoctoral Fellowship, member, Georgia Tech

2020 **Poster Presenter**, “Multimodality & the Rhetorical Past,” Celebrating Teaching Day, Georgia Tech

2019–2021 **Communication Center Committee**, Georgia Tech

2019–2021 **World Englishes Committee**, Member (2019–) and Chair (2020–), Georgia Tech

2019–2021 **Monthly Programmatic Assessment**, Georgia Tech

2017 **Pedagogy Workshop Presenter**, First Day Activities, University of Tennessee

2014–2018 **ESL Placement Exam Proctor and Grader**, University of Tennessee

2015; 2017 **Hodges Teaching Award Selection Committee**, Member, University of Tennessee

2013 **Composition Pedagogy Apprenticeship Program**, Mentor, University of Tennessee

STUDENT-FACING SERVICE

- 2021 **Marshall Scholarship Finalist Mock Interview**, interviewer, Georgia Tech
- 2021 **International Writing Competition**, Georgia Tech International Ambassadors Program, judge, Georgia Tech
- 2021 **Marco Graduate Student Professionalization Colloquium**, Alumni Guest Speaker, University of Tennessee
- 2020 **3 Minute Thesis (3MT) Committee**, member and coach, Georgia Tech
- 2020–2021 **English Conversation Partner Program**, organizer
- 2019–2021 **English Conversation Hour**, organizer and discussion leader, Georgia Tech
- 2019 **1794 Scholars Honors Showcase Faculty Mentor**, University of Tennessee
- 2018–2019 **Academic Policy Committee**, Ph.D. Student Liaison, University of Tennessee
- 2016 **MA Oral Exam Preparation & Mock Exam coordinator**, University of Tennessee
- 2015–2016 **Graduate Students in English Council**, Ph.D. Representative, University of Tennessee
- 2012–2015 **Graduate Student Senator**, English Department Rep, University of Tennessee

COMMUNITY OUTREACH

- 2016 **Medieval Day K–12 Event**, Volunteer, Marco Institute, University of Tennessee
- 2014 **Love Your Library 5k Planning Committee**, Member, University of Tennessee

LANGUAGES

Middle English, Advanced reading
Latin, Intermediate reading
Old English, Basic reading
Italian, Basic reading
Japanese, Intermediate speaking; basic reading

PROFESSIONAL AFFILIATIONS

Medieval Academy of America
Modern Language Association
The New Chaucer Society
Southeastern Medieval Association