

Donna Lynne Rondolone

Education

Ph.D. in English, University of Pennsylvania, 1992

M.A. in English, University of Pennsylvania, 1986

B.A. in Liberal Arts, Temple University, 1976

Dissertation

“The Clash of Oral-heroic and Literate-Ricardian Ideals in the Alliterative *Morte Arthure*”

Director: Edward B. Irving, Jr.

Teaching Experience

Drexel University, Associate Teaching Professor of English, Department of English and Philosophy, 2009-present; Auxiliary Instructor of English, Department of English and Philosophy, 1999-2009; Adjunct Assistant Professor of English, Department of Humanities and Communication, 1998-1999

First-Year Writing Program

English 101 (Inquiry and Exploratory Research): Within established department guidelines, teach rhetorical principles (purpose and audience determine approach to writing task); how to establish and maintain strong focus; basic patterns of organization appropriate to exposition; drafting, revising, and editing strategies; and correct grammar and syntax.

English 102 (Advanced Research and Evidence-Based Writing): Within established department guidelines, teach critical reading, thinking, and writing skills (summary, critical review, argumentation, synthesis), research skills, Internet source evaluation skills, plagiarism awareness, and principles of documentation using MLA style.

English 103 (Thematic Analysis Across Genres): Within established department guidelines, reinforce skills developed in ENGL 101 and ENGL 102 by writing about literature. Writing and reading focused on themes that vary year to year (past courses include “Being Human: Diversity and Shared Experience”; “Thematic Analysis Across Genres: From Parchment to Digital”; “Thematic Analysis Across Genres: Gender Bending Through the Centuries”). For Spring 21 revised currently themed course “Gender-Bending Through the

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Teaching Experience (cont'd.)

Centuries” to address issues of immediate social concern (class and gender privilege; how such privilege injures privileged as well as unprivileged groups); vehicles for discussion include 13th-century Old French narrative poem *Silence* and short stories by Mark Twain.

Literature Program

English 200 (Classical to Medieval Literature): Teach survey of major works within the canon of Western literature from its beginnings in Homeric Greece through the Italian Middle Ages and the Anglo-Saxon and Middle English periods.

English 201 (Masterworks of Western Literature II): Teach survey of major works within the canon of Western literature from the Italian Renaissance through the French and English Enlightenment periods.

English 310 (Period Studies: Arthurian Legend): Teach the origins of the Arthurian legend; the development of knighthood in the Western Middle Ages; the development of the values, attitudes and behaviors comprising the ideas and ethics of chivalry and romantic (“courtly”) love as expressed in works composed between the 11th and 15th centuries, from the British Isles and the Continent (formerly taught under ENGL 360, *Love and Chivalry in the Legend of King Arthur*).

English 310 (Period Studies: Sex, Lies and Parchment): Teach literature by and about women during the High and Late Middle Ages; instruction includes attention to historical and cultural contexts as well as analysis of literature using a variety of critical theories (including feminist, queer, post-colonial).

English 305 (The Mystery Story): Teach the evolution of the mystery/detective genre from the mid-19th century to the present; teach application of various critical approaches (biographical, deconstructionist, narratological, new historicist); explore translation of classic detective stories to film.

English 315 (Shakespeare): Teach four plays representing the four genres in which Shakespeare wrote, placing each within the cultural context of late sixteenth- and early seventeenth-century England.

English 320 (Major Authors: Chaucer, The Canterbury Tales) Teach historical and cultural background; in-depth examination of Chaucer’s use of sources, genre, characterization, and theme (1) in individual tales and (2) as a means of connecting tales to form a coherent collection.

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Teaching Experience (cont'd.)

English 335 (Mythology): Survey a variety of mythological systems (Greek, Mesopotamian, Scandinavian, Native American) as well as apply specific analytical/interpretive approaches (Freud, Rank, Jung, Campbell, Levi-Strauss)

Drexel University, Tutor, The Writing Center, Fall 2001; Winter 1999-Spring 2000; Fall 2001; Spring 2007-Spring 2008

Provide professional writing assistance relating to all stages of the writing process.

University of the Arts, Senior Lecturer, Department of Liberal Arts, 1993-1999

First-Year Writing I and II: Within basic framework requiring subjective and objective writing about the artist and the arts, independently designed and taught courses emphasizing traditional patterns of organization as well as writing and rhetorical skills (e.g., artist/project statement) necessary to the successful visual or performing artist. Course design included study and analysis of wide variety of multicultural artworks and literature as well as relevant historical background, research skills and documentation, discussion of grammar and syntax as necessary, computer literacy and individual conferences.

Delaware Valley College, Adjunct Instructor of English, Department of English, 1990-1991; 1995-1998

Medieval Literature: Taught survey of English, French, and Celtic works from the Anglo-Saxon period through the late Middle Ages; course design also included discussion of historical background, explanation of different genres, and techniques of interpretation. Selections from Chaucer's Canterbury Tales were read in Middle English, and a research paper emphasizing critical interpretation of a specific work was required.

Developmental English: Taught development of basic writing skills, correct grammar and sentence structure, paragraph development (introductory, concluding, and supporting paragraph structures; construction of topic sentence and appropriate use of detail in supporting sentences), use of transitional sentences and expressions to create coherence, and formulation of thesis statement

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Teaching Experience (cont'd.)

English I: Working within established department guidelines, taught basic patterns of organization (personal narrative, illustration, classification, definition, comparison and contrast, argumentation); course design included development of vocabulary and personal style, revision strategies, discussion of correct grammar and syntax, and individual conferences.

English II: Taught critical thinking skills (summary, critique, synthesis), research skills, documentation methods, and medieval and Renaissance literature as well as relevant historical background; course design included individual conferences.

University of Pennsylvania, Teaching Fellow and Instructor, Freshman Seminar Program, 1979-1986

Craft of Prose, Short Fiction, The Arthurian Tradition: Independently designed and taught courses emphasizing narrative, expository, and persuasive modes of composition as well as discussion of literature; course design incorporated peer review and individual tutoring.

Wharton Communication Program, Tutor/Consultant, Graduate Division, Fall 1981. Critiqued case studies written by MBA candidates and was available for individual consultation.

University of Pennsylvania, Tutor, The Writing Center, 1982-1983. Tutored undergraduate and graduate students writing in various academic disciplines.

University of Pennsylvania, Instructor, Pre-Freshman Program, 1982-1986 (Summers). Designed and taught intensive one-month course in composition and literature for students participating in academic and social orientation to university life.

Technical expertise

Basic knowledge of *BbLearn*), which I use to conduct hybrid on-line courses within Drexel University's First-Year Writing Program and Literature Program; proficient with using Zoom to host on-line remote classes

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Professional development

QPR Suicide Prevention Training, April 12, 2022

Member of Shakespeare Read-Aloud Group moderated by Paula Marantz Cohen, Dean of Pennoni Honors College (summer 2020-present)

With Instructional Technology Specialist Abigail Maley, IRT, completely redesigned BbLearn platforms for ENGL 200, ENGL 335, and HNRS 301 (Arthurian Legend) for improved accessibility (May-June 2022). Plans are in place to redesign the platforms for ENGL 101, ENGL 102, and ENGL 103.

Professional Service

Drexel University

Judge, Drexel Publishing Group Creative Writing Contest, 2020

Judge, Drexel Publishing Group Essay Contest, 2020

Judge, Drexel Publishing Group Creative Writing Contest, 2019

Judge, Drexel Publishing Group Essay Contest, 2018

Judge, Kathleen McNamee Prize for Best English Senior Project, 2017

Judge, Drexel Publishing Group Essay Contest, 2017

Judge, Literature Essay Contest, 2017

Judge, Drexel Publishing Group Creative Writing Contest, 2019

Judge, Drexel Publishing Group Essay Contest, 2019

Judge, Drexel Publishing Group Essay Contest Rounds 1 and 2, 2022

Directed Senior Project of Victoria Jovinelly: “*Sir Gawain and the Green Knight: Questioning Truth in Arthurian Legend*” (2015)

Reader for Senior Project of English major Emma O’Sullivan (2014)

Directed Senior Project of Jessica Neumann: “*Mythological Analysis of The Knight of the Cart*” (2011)

Directed Senior Project of English major Manna Pourezaei: “*H.P. Lovecraft: The Rejection of Modern Science*” (2007)

Directed Senior Project of English major Rachel Hack: “*When to Use the Rules: the Ballad of ‘Tam Lin’ and Several Retellings*” (2007)

Directed Senior Project of English major Michael Strunk: “*Arthurian Legends and Ritual: Transcendent and Timeless*” (2004)

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Professional Service (cont'd.)

Reader for Senior Project of English major Lauren Cataldi: "Sleeping, Walking, and Revenge: An Analysis of Major Themes in Aeschylus' *Oresteia*" (2007)

Worked on First-Year Writing Program curriculum development with Writing Program Director Dr. Irvin Peckham (Winter 2016)

Served as member of assessment team: Freshman Writing Placement exam (2005-2010)

Served as member of HUM 101 (*Composition*)/HUM 102 (*Reading and Research*) Course Redesign Group (Winter-Summer 1999)

Served as Co-coordinator of the 19th annual Freshman Writing Contest (1999)

Served as E-writer tutor/facilitator at the Drexel Writing Center, ensuring that students submitting drafts online received assistance within 48 hours (1999-2001; Summer 2007-2009)

Delaware Valley College Employment Program, 1996-1998 (Summers)

As an Employment Program Facilitator, completed 36 visits in 1996, 40 visits in 1997, and 20 visits in 1998, speaking with students and their employers at work sites and filing reports with the Office of Career and Life Education.

Community Service

Co-founder and co-chair, Community Cat Committee of the Village of Neshaminy Falls (Montgomeryville, PA) September 2015-present

Volunteer, Tabby's Place, A Cat Sanctuary (Ringoes, NJ) August 2009-present

Book Discussion Series, "Detecting Women" (Free Library of Springfield Township and the Pennsylvania Humanities Council), discussion facilitator, Winter-Spring 2006

Book Discussion Series, "Detecting Women" (Upper Dublin Public Library and the Pennsylvania Humanities Council), discussion facilitator, Fall 2004

Book Discussion Series, "The Mystery Novel" (Folcroft Public Library and the Pennsylvania Humanities Council), discussion facilitator, Fall 2003

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Languages

Reading knowledge of Spanish, French, German, Latin, Old English, Middle English, Old French

Publications

“The Holy Grail” in *Introduction to Mythology: Contemporary Approaches to Classical and World Myths*. Eva M. Thury and Margaret K. Devinney. 4th ed. New York: Oxford UP, 2016.

“Wyrchipe: The Clash of Oral-heroic and Literate-Ricardian Ideals in the Alliterative *Morte Arthure*” in *Oral Poetics in Middle English Poetry*. Ed. Mark C. Amodio. Albert Bates Lord Studies in Oral Tradition, Vol. 13. New York: Garland Publishing, 1994.

Papers Presented

“Is He an Inside or an Outside Monster? Epic and Allegorical Elements in Arthur’s Fight with the Giant of St. Michael’s Mount in the Alliterative *Morte Arthure*” at the 31st Congress on Medieval Studies, University of Michigan at Kalamazoo, May 11, 1996.

“Pride, Grace, and the First-Person Plural Address to the Audience in the Alliterative *Morte Arthure*” at the Fifth Citadel Conference on Literature: the Poetry, Drama, and Prose of the Renaissance and Middle Ages, March 15, 1985.

Honors

- Venture Fund Grant, May 1996
- Folger Institute Seminar Fellowship: “Shakespeare and His Fellow Dramatists,” taught by Maurice Charney, Fall 1985
- Folger Institute seminar Fellowship: “Linguistic Thought from the Renaissance to Romanticism,” taught by Hans Aarsleff, Spring 1985
- Folger Shakespeare Library Summer Institute in Archival Sciences Fellowship: “English Paleography 1400-1700,” taught by Jean Preston, Summer 1983
- Teaching Fellow, University of Pennsylvania, 1979-1982
- Phi Beta Kappa, Temple University 1976
- B.A. *magna cum laude*, 1976

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Relevant Interests and Skills

Certified Level One Transformative Touch Somatic Therapist (2019)

Four hundred hours of workshops in Psychodrama, Group Psychotherapy and Sociometry.

Problem Solving Theatre (Meg Givnish-Mercer, Ph.D., T.E.P., founder and director), troupe member 1987-1990. Professional improvised dramatic presentations for student assemblies, parent groups, teacher in-services, and Student Assistance Program trainings on various topics, including self-esteem, drinking and driving, substance abuse, child abuse, sexual abuse, teenage pregnancy, and dynamics of the dysfunctional family.

Full Circle Theatre Group (Temple University Center for Intergenerational Learning). Facilitator and troupe member, 1989-1990. Presented dramatic improvisations focusing on issues of aging and intergenerational relations.

References

Available upon request