

Jennifer N Wallace

Curriculum Vitae
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EDUCATION

- M.F.A. University of New Orleans, in Drama and Communications in Creative Writing, May 2006.

Thesis: “Out of Chaos”

Directed by: Bill Lavender

Committee Members: Hank Lazer, Kay Murphy, and Susan Schultz

- B.A. Emory & Henry College, in English and History, graduation May 2001.

RESEARCH AND TEACHING INTERESTS

Business Writing, Public Writing, Technical Writing, Creative Writing (Fiction, Poetry, and Creative Nonfiction), Poetics, Mythologies, Young Adult Fiction, Online Publishing, Food Writing, Program Design and Curriculum Creation, Small Press Publishing, Women’s Studies, Contemporary Literature, Contemporary Poetry, Gilded Age Literature, Modernism

WORK AND TEACHING EXPERIENCE

Lecturer at the University of Tennessee

ENG 295: “Writing in the Workplace: Digital Writing and Social Media” University of Tennessee (Fall 24) – Large Section with GTA Mentoring of 3 GTAs

This course asks students to practice modes of traditional business writing, and to repurpose them for contemporary communication channels. For instance, a student may be asked to compose an email, tweet, and Instagram post about a particular issue or scenario. Students are also asked to create a traditional resume, a video resume, and an online website or student portfolio. They thus practice communication and rhetorical argument skills in relation to their own candidacy as a professional. This course was administered with a GTA and also requires oversight and mentoring of the GTA.

ENG 360: “Professional and Technical Writing” University of Tennessee (Summer 24)

This course asks students to practice traditional and contemporary modes of technical and professional writing, from instruction manuals, to SEO, to content creation and design. There's a focus on rhetorical skills, and a fundamental grounding in a deep understanding of audience.

ENG 295: "Writing in the Workplace: Digital Writing and Social Media" University of Tennessee (Spring 24) – Large Section with GTA Mentoring

This course asks students to practice modes of traditional business writing, and to repurpose them for contemporary communication channels. For instance, a student may be asked to compose an email, tweet, and Instagram post about a particular issue or scenario. Students are also asked to create a traditional resume, a video resume, and an online website or student portfolio. They thus practice communication and rhetorical argument skills in relation to their own candidacy as a professional. This course was administered with a GTA and also requires oversight and mentoring of the GTA.

ENG 360: "Professional and Technical Writing" University of Tennessee (Spring 24)

This course asks students to practice traditional and contemporary modes of technical and professional writing, from instruction manuals, to SEO, to content creation and design. There's a focus on rhetorical skills, and a fundamental grounding in a deep understanding of audience.

ENG 295: "Writing in the Workplace: Digital Writing and Social Media" University of Tennessee (Fall 23) – Large Section with GTA Mentoring

This course asks students to practice modes of traditional business writing, and to repurpose them for contemporary communication channels. For instance, a student may be asked to compose an email, tweet, and Instagram post about a particular issue or scenario. Students are also asked to create a traditional resume, a video resume, and an online website or student portfolio. They thus practice communication and rhetorical argument skills in relation to their own candidacy as a professional. This course was administered with a GTA and also requires oversight and mentoring of the GTA.

ENG 360: "Professional and Technical Writing" University of Tennessee (Fall 23)

This course asks students to practice traditional and contemporary modes of technical and professional writing, from instruction manuals, to SEO, to content creation and design. There's a focus on rhetorical skills, and a fundamental grounding in a deep understanding of audience.

ENG 360: "Professional and Technical Writing" University of Tennessee (Summer 23)

This course asks students to practice traditional and contemporary modes of technical and professional writing, from instruction manuals, to SEO, to content creation and design. There's a focus on rhetorical skills, and a fundamental

grounding in a deep understanding of audience.

Taught 2 sections simultaneously in summer session 2.

ENG 255: “Public Writing: Social Media and Public Relations” The University of Tennessee (Spring 23)

This course asks students to practice modes of public writing, and to think rhetorically about purpose, audience, context, and persuasion. This course focuses on writing for social media and public relations.

ENG 295: “Writing in the Workplace: Digital Writing and Social Media” University of Tennessee (Spring 23) – Large Section with GTA Mentoring

This course asks students to practice modes of traditional business writing, and to repurpose them for contemporary communication channels. For instance, a student may be asked to compose an email, tweet, and Instagram post about a particular issue or scenario. Students are also asked to create a traditional resume, a video resume, and an online website or student portfolio. They thus practice communication and rhetorical argument skills in relation to their own candidacy as a professional. This course was administered with a GTA and also requires oversight and mentoring of the GTA.

ENG 255: “Public Writing: Social Media and Public Relations” The University of Tennessee (Fall 22)

This course asks students to practice modes of public writing, and to think rhetorically about purpose, audience, context, and persuasion. This course focuses on writing for social media and public relations.

ENG 295: “Writing in the Workplace: Digital Writing and Social Media” University of Tennessee (Fall 22) – Large Section with GTA Mentoring

This course asks students to practice modes of traditional business writing, and to repurpose them for contemporary communication channels. For instance, a student may be asked to compose an email, tweet, and Instagram post about a particular issue or scenario. Students are also asked to create a traditional resume, a video resume, and an online website or student portfolio. They thus practice communication and rhetorical argument skills in relation to their own candidacy as a professional. This course was administered with a GTA and also requires oversight and mentoring of the GTA.

ENG 360: “Professional and Technical Writing” University of Tennessee (Summer 22)

This course asks students to practice traditional and contemporary modes of technical and professional writing, from instruction manuals, to SEO, to content

creation and design. There's a focus on rhetorical skills, and a fundamental grounding in a deep understanding of audience.

ENG 295: "Writing in the Workplace: Digital Writing and Social Media" University of Tennessee (Fall 21)

This course asks students to practice modes of traditional business writing, and to repurpose them for contemporary communication channels. For instance, a student may be asked to compose an email, tweet, and Instagram post about a particular issue or scenario. Students are also asked to create a traditional resume, a video resume, and an online website or student portfolio. They thus practice communication and rhetorical argument skills in relation to their own candidacy as a professional.

ENG 255: "Public Writing: Social Media and Public Relations" The University of Tennessee (Fall 21)

This course asks students to practice modes of public writing, and to think rhetorically about purpose, audience, context, and persuasion. This course focuses on writing for social media and public relations.

ENG 360: "Professional and Technical Writing" University of Tennessee (Summer 21)

This course asks students to practice traditional and contemporary modes of technical and professional writing, from instruction manuals, to SEO, to content creation and design. There's a focus on rhetorical skills, and a fundamental grounding in a deep understanding of audience.

ENG 102: "Inquiry into Food" University of Tennessee (Spring 21)

We have all heard the phrase "you are what you eat," but do we realize what this phrase suggests about our health, our identities, and our culture? In this writing and research-intensive course, we will investigate the various and complex relationships that we have with that most essential but often unexamined part of our lives: food. In addition to our personal relationships with food, we will also explore the ways our food choices have larger social, political, and environmental significance.

The emphasis of 102 is research and, as such, students will research food through a number of distinct yet interrelated research methods. The course assignments will foster confidence in reading and researching about food through a variety of research processes. We will begin with historical research into food production and consumption; then we will move into qualitative inquiry about current food policies, practices, and preferences; and finally, we will position ourselves within current debates over food in students' disciplines or areas of interest by conducting traditional secondary-source research.

ENG 295: “Writing in the Workplace” University of Tennessee (Fall 20)

This course asks students to practice modes of traditional business writing, and to repurpose them for contemporary communication channels. For instance, a student may be asked to compose an email, tweet, and Instagram post about a particular issue or scenario. Students are also asked to create a traditional resume, a video resume, and an online website or student portfolio. They thus practice communication and rhetorical argument skills in relation to their own candidacy as a professional.

ENG 255: “Public Writing: Social Media and Public Relations” The University of Tennessee (Fall 20)

This course asks students to practice modes of public writing, and to think rhetorically about purpose, audience, context, and persuasion. This course focuses on writing for social media and public relations.

ENG 101: “The Obesity Epidemic,” University of Tennessee (Spring 20)

As part of the new pilot program for Composition 101, this course explores the obesity epidemic from a wide variety of angles and lenses. Students compare and assess competing theories of this public health crisis, which range from questions of morality, biochemistry, and even whether this is a crisis at all.

ENG 295: “Writing in the Workplace”, University of Tennessee (Fall 19)

This course asks students to practice modes of traditional business writing, and to repurpose them for contemporary communication channels. For instance, a student may be asked to compose an email, tweet, and Instagram post about a particular issue or scenario. Students are also asked to create a traditional resume, a video resume, and an online website or student portfolio. They thus practice communication and rhetorical argument skills in relation to their own candidacy as a professional.

ENG 101: “The Obesity Epidemic,” University of Tennessee (Fall 19)

This course explores the obesity epidemic from a wide variety of angles and lenses. Students compare and assess competing theories of this public health crisis, which range from questions of morality, biochemistry, socioeconomics, and even whether this is a crisis at all.

ENG 101: “The Obesity Epidemic,” University of Tennessee (Summer 19)

This course explores the obesity epidemic from a wide variety of angles and lenses. Students compare and assess competing theories of this public health crisis, which range from questions of morality, biochemistry, socioeconomics, and even whether this is a crisis at all.

ENG 101: “The Obesity Epidemic,” University of Tennessee (Spring 19)

As part of the new pilot program for Composition 101, this course explores the obesity epidemic from a wide variety of angles and lenses. Students compare and assess competing theories of this public health crisis, which range from questions of morality, biochemistry, and even whether this is a crisis at all.

ENG 101: “Sugar,” University of Tennessee (Fall 2018)

Using pediatric endocrinologist Robert Lustig’s lecture “Sugar: the bitter truth” as a focal point, this course guides students through the tangled debate around sugar and its alleged harmful effects on human health. Students read responses arguing for and against Lustig’s research, using stasis theory and other tools to form their own position in this contentious topic.

ENG 101: “Cultural Appropriation & Food,” University of Tennessee (Fall 2017)

This Composition 101 course explores questions of cultural appropriation in food and business. The class helps students apply rhetorical concepts and techniques to make sense of several contemporary scandals involving food, theft, and culture.

Part-Time Lecturer at Maryville College

ENG 1010: “Speech & Composition,” Maryville College (Fall 19)

This course considers questions of identity, curiosity, culture, and history, and ultimately asks students to develop their own stance on these questions based on the semester’s reading. Through a sequence of short learning assignments, short written essays, and speeches students develop and solidify their writing skills, as well as an understanding of how to repurpose content for another genre.

Part-Time Lecturer at Walter State Community College

ENG 1010: “Composition,” Walter State Community College (Spring 18)

This course considers questions of character, perseverance, and success, and asks students to develop their own stance on these questions based on the semester’s reading. Through a sequence of short learning assignments, video content, and regular quizzes, students develop and solidify their writing skills.

ENG 0802: “Learning Support,” Walter State Community College (Spring 18)

This remedial writing course helped first-year students practice their writing mechanics and reading skills in a small, focused group setting.

Founder & Creative Director

Burlesque Press (2012 until present)

Created and directed a literary events and publishing company. I founded both the online journal *The Variety Show* and the publishing imprint Burlesque Press.

Program Coordinator, TnCIS Study Abroad

Administrator (2014 until 2017)

Administered and marketed large-scale study abroad student programs. This work included advising students from all over Tennessee on their best educational options, coaching professors on course design and best practices, and processing documentation for hundreds of scholarships and applications each year. I also led the team's social media efforts, as well as planning and overseeing our over-500-person on-site TBR-mandated orientation (for both faculty and students).

Executive Director & Host

Secluded: The Virtual Writing Conference (June 2020)

Founded and directed a four-day virtual writing conference in response to the Covid-19 pandemic. The event included writers and speakers from all over the world, and was attended by over 580 people. Keynote speakers included Ira Sukrunruang, Traci Brimhall, Jennifer Steil, Monica Prince, and more.

The Hands On Literary Festival and Masquerade Ball (2013 to 2015)

Founded and directed a three-day writing conference in New Orleans that brought international writers and scholars together. Keynote speakers included Dorothy Allison, Dinty W. Moore, and Joy Castro.

Social Media Consultant

Creative Nonfiction Magazine (2014)

Planned and executed promotional and ad spend campaign for CNF's 412 Conference.

Program Coordinator

The Low-Residency MFA at The University of New Orleans (2008 to 2011)

Coordinated the Study Abroad Programs in Writing for the University of New Orleans Low-Residency MFA in Creative Writing Program. Planned, designed, and administered two study abroad programs, as well as handling recruitment, marketing, and onsite administration, and ongoing student advising. Created and maintained program web content and developed student and alumni relations. Oversaw student registration, all program paperwork, and a budget of over \$250,000 per annum.

Coordinator

Guest Recognition Department, The Ritz Carlton, New Orleans (2007 - 2008)

Responsibilities included working with high profile and celebrity clients. Receiving and compiling dossiers pertinent to high profile guests, and compiling in house dossiers and memoranda to instruct other departments within the hotel on the appropriate care and course of action for such guests. Worked in conjunction with the sales and marketing team, specifically in regards to conference guests and other group bookings. Oversaw implementation of our department's requests with other departments. Created database entries for every guest that came through the hotel.

Writing Instructor

Tulane University (2007)

Coached Business Law students at Tulane University, developing succinct and eloquent writing skills for Legal Studies 101. Met with students in one-on-one settings to edit and proofread papers, and to grade their essays for grammar and argument.

Substitute Teacher

Washington County, Virginia (2003 to 2006)

Worked as a substitute teacher in Pre-K through 12 grade levels. Performed all services typical of teachers, including instruction, discipline, and overseeing some after school activities.

Editor in Chief

The Ampersand (2000 to 2001)

Oversaw the staff in the process of acquiring materials, editing, and designing a literary magazine, *The Ampersand*, at Emory & Henry College.

Supplemental Instructor

Emory and Henry College (1998 to 2001)

History of the Americas 211: 1400-1860

A class examining the history of the American hemisphere from just prior to European colonization, to the onset of the American Civil War.

History of the Americas 212: 1860-Present

A class examining the history of the American hemisphere from the onset of the Civil War to the present era.

World History

A survey of the history of civilization from early peoples to the World Wars.

Western Traditions

A two-semester class examining the history, culture, and ideas that help make up western society, beginning with the dawn of society and ending in the present era. Required of all freshman at Emory & Henry College.

Work Study Assistant and Event Planner

Emory and Henry (1999 – 2001)

Organized, planned, and implemented one international conference for *The International Social Science Review* as well as three regional National History Day Competitions. Oversaw ordinary office details such as telephones, scheduling, copying, filing, problem solving, and providing some assistance with committee work.

Great Books Assistant

Emory and Henry (1999 – 2001)

Compiled grades for every Great Books section in the program and submitted periodic reports to the professorial staff.

PUBLICATIONS

Creative Writing:

- Winner of Faulkner Wisdom Award for Novel in Progress, *Wanton Women*
- Short List Finalist for Faulkner Wisdom Award in Short Story for “Green Apple Falls”
- “Slippery When Wet” *The Cream City Review*, Non-Fiction Fall 2010
- “Gods Float in the Azure Air” and other poems, *Big Bridge* New Orleans Issue
- Publication and Author Highlight on the Poetry Corner – Fieralingue
- “Memory” and others in the *Exquisite Corpse*
- “How to Love New Orleans” *Sentence* #7
- “To the Conqueror Go the Spoils” *Don Guillermo’s Good Book*, 2005 limited edition.
- “florIDa” *Florida English*, 2004
- “Prophet Virgin” *Ampersand*, 2000.
- “Sculptures” *Ampersand*, 2000
- “Mississippi Messiah” *Ampersand*, 2000.
- “Sculptures” *Prism Online*, 1999.

Scholarly Writing:

- “Wacky Times: The Women’s Army Corps and World War II” *The International Social Science Review*, Spring 2000.
- “Wacky Times: The Women’s Army Corps and World War II” in the George C Marshall Library Archives, in fulfillment of the George C Marshall Fellowship.
- **Technical and Professional Writing:**
- “A Lawyer and a Gentleman” *Tennessee Law Magazine*, University of Tennessee 2014
- Editor and Creative Development, *Biscuits and Booze*, recipe blog.

EDITING EXPERIENCE

Acquisitions and Developmental Editor

Creative Response to the Pandemic Anthology: Full Title TBD – Forthcoming in 2022
Remnant, Lania Knight, Burlesque Press

The Last Days of Oscar Wilde, John Vanderslice, Burlesque Press
Stumble Into a Lighted Room, Bill Buege, Burlesque Press
The Melting Season, Ira Sukrugruang, Burlesque Press
Postcards from the Dead Letter Office, Dawn Manning, Burlesque Press
A House Made of Stars, Tawnysha Greene, Burlesque Press
Siren Song, Tawni Waters, Burlesque Press

Online Publisher

Editor, The Variety Show Online Magazine (2012 – 2015)

Co-Publisher

Don Guillermo's Good Book, Caitlin Press, 2005

SERVICE TO THE PROFESSION

University Presentations

Instructional Technology Community of Practice Presentation: Using Online Polling Software to Drive Student Engagement, March 2020

Departmental Presentations

Best Practices in Online Teaching, August Workshops 23
Using Group Conferences in 101/102, August Workshops 22
Teaching SEO to Drive Engagement in 255 and 295, August Workshops 21
Teaching Social Media, Knox County Teachers, Spring 21
Teaching SEO, Knox County Business Teachers, Spring 21
SEO in the Public Writing Classroom, August Workshops 21
Teach Better by Doing Less, August Workshops 2020
Graduate Student Roundtable: Maintaining a Work Life Balance 2019
Troubleshooting Classroom Difficulties: Discipline in the Composition Classroom, August Workshops 2019

Committees and Service Roles

GTA Evaluator AY 22/23

Co-Chair Communications Committee, Chancellor's Commission for Women, AY 22/23

Representative to the Chancellor's Committee for Women, AY 22/23

Representative to the Chancellor's Commission for Women, AY 21/21

Professional Development and Mentorship Subcommittee AY 21/22

Voting Representative for the Lecturer Body, AY 20/21

Full Time Lecturer Representative to the Composition Committee, AY 20/21

Part Time Lecturer Representative to the Composition Committee, AY 19/20

101 Working Group Subcommittee for the Composition Committee, AY 19/20

GTA Evaluator AY 20/21

GTA Evaluator Fall AY 19/20

Mentor

Mentor Titus Chalk, AY 24/25

Mentor Catherine Garbinsky, AY 24/25

Mentor Mariah Rigg, AY 24/25

Mentor GTA Sarah Yancey, AY 23/24

Mentor GTA Mariah Rigg, AY 23/24

Mentored GTA Mariah Rigg, AY 22/23

Mentored GTA Jacquelyn Scott, Fall 2019

Mentored GTA James Shepard, Fall 2018

Student advisor for TnCIS study abroad programs, 2014 – 2017

Focus Group Participant

Participated in the Composition Committee's Focus Group, Spring 19

Volunteer

Tennessee Williams Festival Writing Contest Judge, 2010

Tennessee Williams Festival Writing Contest Judge, 2009

Tennessee Williams Festival Writing Contest Judge, 2008

Tennessee Williams Festival Writing Contest Judge, 2007

Guest Judge for University of Texas, Austin English Department Poetry Contest, 2009

Americorps Scholar, 1998-2000

Professional Development

OIT Bootcamp for Online Teaching, Summer 2020

Named a Fellow of Judith Herbert Writing Center, Spring 2019

Completed “Future Student Program” training, Spring 2019

UTK Pilot Program Training, Fall 2018 and Fall 2019

Alumni Events Coordinator

Organized and hosted an alumni event for the UNO MFA at the Ezra Pound Center for Literature in Brunnenburg, Italy, 2010.

HONORS, AWARDS, AND ACTIVITIES

- Notre Dame University of Maryland Emerging Writers 2012
- 1st Place Faulkner Wisdom Novel in Progress 2010
- Short List Finalist for Faulkner-Wisdom Short Story Award 2010
- NAFSA Scholarship for Conference Attendance 2009
- Tobias Smyth Scholarship 1997-2001
- President of Pi Gamma Mu Social Science Fraternity 2001
- Social Chair of Delta Omicron Pi Sorority 2001
- Winner of the Dan Leidig Lectureship in Poetry Prize 2000
- Jack W Jessee Award in Creative Writing 1999
- George C Marshall Fellowship 1998
- Eugene L Rasor Award in the Social Sciences 1998

Study Abroad:

- Cambridge University International Summer School in History, Cambridge, UK 2000
- University of New Orleans Madrid Summer Seminars, Madrid, Spain 2003

- University of New Orleans International Ezra Pound Center, Brunnenburg Castle, Italy 2004
- University of New Orleans Madrid Summer Seminars, Madrid, Spain 2005 and 2006

CONFERENCE PRESENTATIONS

- Associated Writing Programs Conference Seattle, Washington “Beyond Blackboard: Creating Virtual Writing Communities Inside and Outside the Academy” 2014
- “Occupy Pound” The International Imagism Conference in St. Marie de La Mer, France 2011
- Associated Writing Programs Conference Washington, DC “How to Create a Moveable Feast” 2011
- “Taking the Creative Writing Classroom Abroad” GCACWT Conference, 2011
- NAFSA State Conference, New Orleans, “Safety and Mental Health Abroad”
- Gulf Coast Association of Creative Writing Teachers Conference “Motivating the Online Classroom” 2010
- Gulf Coast Association of Creative Writing Teacher’s Conference “The Changing Nature of Publishing” 2010
- Associated Writing Programs Conference Austin 2006 “The Pedagogy of the Online Classroom”
- Pi Gamma Mu International Social Science Fraternity, Tampa, FL Panel Presenter, “Wacky Times: The History of Women in the Women’s Army Corps in World War II” 2000

Conference and Training Program Attendance:

- OIT Online Bootcamp, UTK, Summer 2020
- Best Practices in Writing Instruction, Judith Herbert Writing Center, Fellow 2020
- “A Speed of Life: A Workshop on Pacing for Novels” Taught by Ursula DeYoung
- “Field Notes: A Nonfiction Workshop” Taught by Kathryn Miles
- Blogher 2017

- Associated Writing Programs Conference Minneapolis, MN – 2015
- Secretary, International Low-Residency Program Directors Caucus 2010-2011
- Secretary, International Low-Residency Program Directors Caucus 2010-2011
- Associated Writing Programs Conference Chicago 2009
- Associated Writing Programs Conference New York 2008
- Associated Writing Programs Conference Atlanta 2007
- Associated Writing Programs Conference Vancouver 2005
- 412 Conference on Creative Nonfiction, Pittsburgh, PA 2005
- Associated Writing Programs Conference Chicago 2004
- Pi Gamma Mu International Social Science Fraternity, Charleston, WV 2001
- Southern Historical Association Conference, Louisville, KY 2000
- Pi Gamma Mu International Social Science Fraternity, Emory, VA 1998

READING EVENTS & SERIES HOSTED

A Very Clever Reading Series, New Orleans, 2008 - 2010

Bootleg Reading at AWP conference co-hosted with *Brevity*, *The Normal School*, and *Sonora Review* 2014

Bootleg Reading II at AWP conference co-hosted with *Brevity*, *The Normal School*, and *Sonora Review* 2015

Book Launch for *A House Made of Stars* by Tawnysha Greene, Knoxville 2015

A Very Clever Reading Series, Boston Edition, AWP Conference, Boston 2013

Burlesque Press Reading Series, Knoxville, 2014

Secluded: A Virtual Writing Conference June 2020

CREATIVE READINGS AND LECTURES

Sundress Academy for the Arts at AWP Houston, 2020 (interrupted by Covid19)

Secluded: A Virtual Writing Conference, 2020

Sundress Academy for the Arts, Knoxville, 2016

Notre Dame University of Maryland Emerging Writers Series, 2012

Imagism Conference, Brunnenburg, 2010

Gulf Coast Association of Creative Writing Teachers Conference, 2010

The Writing Workshops in San Miguel de Allende, Mexico, 2010
Gold Mine Reading Series, New Orleans, 2010
Florida English Reading, AWP 2009
The Writing Workshops in San Miguel de Allende, Mexico, 2009
Gulf Coast Association of Creative Writing Teachers Conference, 2009
The Writing Workshops in San Miguel de Allende, Mexico, 2008
Gulf Coast Association of Creative Writing Teachers Conference, 2008
The Madrid Summer Seminars, 2007
Gold Mine Reading Series New Orleans, 2007
Atlanta Eyedrum Reading, AWP 2007
Goldmine Reading Series, New Orleans, 2006
The Madrid Summer Seminars, 2006
Katrina Memorial Fundraiser at Malaprops, Asheville, 2005
The Madrid Summer Seminars, 2005
The Ezra Pound Center for Literature, 2004
Dan Leidig Lectureship and Reading, 2001

Languages:

- Reading fluency and highly conversational in Spanish.

Professional Representation:

Wanton Women is currently represented by Inkwell Management.