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Education

Ph.D. in English with a concentration in Early Modern/Renaissance Literature. 2009.
University of Florida, Gainesville, FL.
Dissertation: 'One Body and One Spirit': The Communal Impulse in the Work of Francis Quarles and His Contemporaries.

M.A. in English with a concentration in Early Modern/Renaissance Literature. 2005.
University of Florida, Gainesville, FL.

B.A. in English, Latin Minor. 2003.
Centenary College of Louisiana, Shreveport, LA.
Magna cum Laude.

Employment

Associate Professor of Teaching. English Department. University of Tennessee-Knoxville. August 2015-Present.

Lecturer. English Department. University of Tennessee-Knoxville. August 2009-2015.

Adjunct. English Department. University of Florida. May 2009-June 2009.

Graduate Teaching Assistant. English Department. University of Florida. August 2003-May 2009.

Teaching and Research Interests

Generative AI and the Classroom, Renaissance and Early Modern literature (British); early western European literature (Ancient, Medieval, and Renaissance); drama and theater studies; literature and culture; rhetoric and composition

Awards and Honors

Faculty Innovator Award. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee. Spring 2024.

Lecturer Teaching Award. Department of English, University of Tennessee. Fall 2013.

Spring Course Release, The John C. Hodges Better English Fund. Spring 2012.

Graduate Student Teaching Award. University of Florida Graduate School. 2008-2009.

Founding Fellow. Medieval and Early Modern Studies Center. University of Florida. March 2004.

Member-Phi Kappa Phi Honor Society. Chapter 007. University of Florida. Spring 2005-Present.

Recipient. Robert Bowers Fellowship. University of Florida. Spring 2003.

Certificates and Training

Online Course Design. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, Summer 2024.

Online Course Delivery. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, Summer 2024.

Online Course Development. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, Summer 2024.

Participant. Teaching with AI Learning Community. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, Spring 2024.

Inclusive Teaching Certificate. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, Summer 2023.

Fostering the Volunteer Experience Certificate. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, Summer 2023.

OIT Accessibility & UDL Training. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, Summer 2023.

Participant. TLI Bootcamp. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, Summer 2020.

Participant. Vol Virtual Bootcamp. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, Summer 2020.

Participant. Parts 1 and 2 of First Year Course Academy. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, Spring 2020.

Participant. Experience Learning Summer Institute. Teaching & Learning Innovation, Department of Faculty Affairs, University of Tennessee, 2017-2018.

Teaching Experience

University of Tennessee, Knoxville.

Courses Designed and Taught:

ENG 405: Shakespeare's Late Plays: This senior-level course serves as a brief survey of Shakespeare's plays from the second half of his career. Students read five plays ranging through the genres of comedy (*All's Well that Ends Well*), tragedy (*Othello*), and romance/tragicomedy (*The Winter's Tale*). Students will focus on understanding these plays in a number of contexts such as stage conditions; language, rhetoric, and style; the development of techniques and genres; and social, political, and theological conditions. Of particular emphasis is the relationship between historical context and adaptation. Each play is surrounded by intensive contextual readings—Elizabeth I's sumptuary laws for example—used to heighten an understanding of the text's function in time.

ENG 404: Shakespeare's Early Plays: This senior-level course serves as survey of Shakespeare's plays and non-dramatic poetry from the first half of his career. Students read five plays in addition to a selection of Shakespeare's poetry. Selections will include representatives of the romantic comedies (such as *A Midsummer Night's Dream*), histories (such as *Richard II*), and early tragedies (such as *Hamlet*). Students focus on understanding these plays in a number of contexts such as stage conditions; language, rhetoric, and style; the development of techniques and genres; and social, political, and theological conditions. Of particular emphasis is the relationship between language and meaning within the texts.

ENG 389/ REST 389: Literature of the English Bible: This junior-level course focuses focus on the literary aspects of the Bible—its position as a text of variety with multiple genres including but not limited to poetry, folktales, ritual, and narratives ranging from apocalyptic to biographical. Its perspective is not theological or devotional but historical and analytical. Class readings will draw on both the Hebrew Bible and the New Testament. Additionally, students develop a critical vocabulary for discussion by reading secondary analytical texts.

English 301: British Literature and Culture through 1660: This junior level class focuses tightly on the connections between the sociohistorical circumstances of the author and audience and the texts that represent that culture. Looking at texts (both fictional and nonfiction) from the 8th through the 17th centuries, students connect historical events, religious practices, artistic and architectural artifacts, social mores, and gendered expectations to develop a complete picture of how these things interweave to impact and interrogate the culture as whole. Such intense research will both heighten students' perceptions of cultural connectivity and give them a strong foundation for textual and historical analysis in future literary or historical research.

ENG 298: This freshman level Chancellors Honors composition course explores in depth secondary source research, qualitative research, academic research presentation, and research ethics. It is designed to help students navigate the types of research that they may encounter in their future academic and post-academic careers.

ENG 295: Writing in the Work Place: This writing-intensive course focuses on workplace communication and professionalism. In this course, students analyze the rhetorical elements of workplace texts, as well as the rhetorical situations in which they are created and read, so they can produce professional communications that respond appropriately to a variety of workplace situations and audiences. By emphasizing the importance of audience and contextual awareness, this course prepares students to communicate with professionalism in their future workplaces

ENG 254: Witches, Fairies, and Mortals: Textually Representing the Female: This course examines the ways that the supernatural, particularly witches and fairies, has been used to explore, define, and redefine the concerns of the surrounding culture. These concerns include issues of sexuality, gender, the

nature of desire, and the complications of power and knowledge. Though students may come to the class with a gendered notion of witches and fairies as supernatural females, texts like *The Crucible* will address what changes when the characters being labeled are male. The course progresses from Early Modern texts like Shakespeare's *Macbeth* and *A Midsummer Night's Dream* and Spenser's *The Faerie Queene* through the Victorian supernatural with Coleridge's "Christabel: A Gothic Tale" and Rossetti's "Goblin Market" and the fairytale adaptations of Yeats and Wilde. The class finishes with a look at some modern and postmodern fairytales by Angela Carter, Anne Sexton, and Patricia McKillip.

ENG 252: Introduction to Drama: This genre course engages students by focusing primarily on genre as production and the impact of the surrounding culture on that production. In addition to literary analysis, students actively view plays—both on stage and taped—and discuss what a director or actor's interpretation changes about their understanding of the work's emphasis. Texts include *Trifles*, *The Bacchae*, *The Spanish Tragedy*, *Twelfth Night*, *A Streetcar Named Desire*, and *Angels in America* among others.

ENG 248: Honors Introduction to Drama: This genre course engages students by focusing primarily on genre as production and the impact of the surrounding culture on that production. In addition to literary analysis, students actively view plays—both on stage and taped—and discuss what a director or actor's interpretation changes about their understanding of the work's emphasis. The honors components include additional contextual readings, presentations, and discussion boards to give a more in depth reading of the texts included. Texts include *Trifles*, *The Bacchae*, *The Spanish Tragedy*, *Twelfth Night*, *A Streetcar Named Desire*, and *Angels in America* among others.

ENG 221: World Literature I (Ancient through the Early Modern): Rather than focusing just on the Western world, this sophomore-level class aims to trace the development of the hero in a global sense. In each period, students engage the connections between cultural ideals and literary constructions. They also examine notions of "globalization" that demonstrate how ancient the idea is by identifying linking ideas and their presentations between the texts. Students gain a series of literary and rhetorical tools for examining the world around them and appreciating cultural similarities and differences. Some of the texts studied include *The Epic of Gilgamesh*, *The Ramayana of Valmiki*, Homer's *The Odyssey*, *A Thousand Nights and a Night*, *The Poem of the Cid*, Dante's *Inferno*, and Milton's *Paradise Lost*.

ENG 207: Beowulf through Johnson (Honors): This WC course uses intensive writing and discussion to delve into British literature from the medieval period through the Restoration period. Engaging texts from *Beowulf* to *Paradise Lost* to *The Rape of the Lock*, students view these texts through a lens of community, asking themselves: How is community being defined? How does this text reflect cultural values and societal mores? These questions will help the class to go deep into both texts and contexts for a full understanding of this sweep of British literary history as well as the question of what it means to be both an individual and part of a larger community.

ENG 201: Beowulf through Johnson: This sophomore level survey of pre-modern British literature is designed to help students, primarily non-majors, explore how patterns of cultural identity evolve. Students investigate the texts to see how concepts like heroism, allegory, *fin amour* (courtly love), and satire can be used as responses to contemporary cultural issues such as the rise of Christianity or the Norman Conquest. Students leaving this class should have a familiarity with pre-modern British literature, an ability to contextualize literary works, and an expanded sense of British and American culture. Texts studied include, but are not limited to *Beowulf*, Marie de France's *Lais*, Chaucer's *Canterbury Tales*, Sidney's *Apology for Poetry*, Spenser's *The Faerie Queene*, Milton's *Paradise Lost*,

Swift's "A Modest Proposal," Pope's "The Rape of the Lock," and various short poems from all three periods.

ENG 206: Introduction to Shakespeare: Designed to be accessible to majors and non-majors, this course centers on five of Shakespeare's plays from across the canon. Students engage each text with in-depth close readings as well as discussions of historical contextualization and modern adaptation. Among the goals of the course is that students leave with the ability and the confidence to engage what they perceive as "difficult texts" as well as being able to identify Shakespeare's continuing influence on modern culture. Texts studied include *Much Ado About Nothing*, *Twelfth Night*, *Hamlet*, *Hamlet*, *Othello*, and *Richard II* among others.

ENG 198: The first part of the freshman Chancellor's Honors sequence focuses students on the distinctions between primary and secondary sources, the use of both, and the impact of audience and genre on the tone and construction of a written piece. These develop skills that will be useful in 298 and beyond.

ENG 118: English Composition (Honors): English 118 is an accelerated and interdisciplinary special topics course that covers the same skill sets as English 101 and 102. To that end, students begin the semester with a focus on rhetorical and contextual analysis. Building from this base, the class explores various aspects of the research process, culminating in student's independent research projects. The special topic is Forbidden Knowledge. By exploring the ways that society constrains and releases types of knowledge, students are able to discuss ethical concerns, the convergence of knowledge and power, social control, and other aspects of communal construction. These discussions will facilitate a heightened awareness of the impact of society on personal, professional, and social development, allowing them to identify these things throughout their lives.

ENG 112: Honors Research and Writing: English 112 is an honors composition course focusing on secondary source and qualitative research and writing. In addition, the class is formed around a problem-based learning component, and students are encouraged to take an active part not just in learning but in teaching each other.

ENG 102: English Composition II: This course is structured around two things: research methods and a unique theme. "Inquiry into Authorship" queries what it means to "author" something as well as what it means to self-identify as an "author" to foster awareness of three research methods (primary/ quantitative, archival, and database research). For the section on primary (quantitative) research, students perform interviews and conduct surveys to define what it means to be an author. Following that, students read several letters collections to discuss the influence of period and the expectation of privacy on authorial choice. They choose one set or part of a set of letters from the UT Archives or an online archive to analyze, facilitating their experience with archival research. Finally, students move toward the production of their own knowledge. They choose a topic of interest to them—ideally related to an area of potential professional interest—and develop a traditional academic paper incorporating secondary database research. At the end of the semester, students write a short reflective paper on their new definition of author and their place in the world of writing. The research methods studied in this class are transferable to many other courses and majors.

ENG 101: English Composition I: Within this course, students study the rudiments of good writing by examining the principles of rhetoric. Moving from a focus on reading actively and critically, students focus on employing the rhetorical principles and, eventually, produce their own persuasive writing. Texts utilized in this class include *The Hodges Harbrace Handbook*, *Everything's an Argument*, and *A World of Ideas*.

Classics 253: Greek and Latin Literature in Translation: Working with texts that range from the Classical epics to Erasmus' *Praise of Folly*, students examine rhetorical techniques, authorial influence, translation techniques and the potential tension between authorial intention and translator choice. From these discussions, students are able to extrapolate on the cultural ideals and tensions reflected in the texts. Students learn how to approach, navigate within, and write about various literary as well as historical modes of thought. Among the texts examined are Homer's *The Odyssey*, Virgil's *The Aeneid*, the poetry of Catullus and Horace, Ovid's *Metamorphoses*, Tacitus' *Germany and Its Tribes*, and Boethius' *Consolation of Philosophy*.

University of Florida. Teaching Assistant and Adjunct. 2003 – 2009.

Courses Designed and Taught:

ENL 4221: John Donne and George Herbert: This course uses a broad selection of poetry and prose from both Donne and Herbert combined with an overview of various literary theories and historical context to build a vocabulary and critical system with which to develop an understanding of seventeenth century literature as well as establishing contexts within which and approaches from which to read and write about it. Students leaving this class should also have begun to expand the critical lenses through which they engage literature in all periods.

LIT 3041: Early Modern Drama: This course focuses on a number of contexts in which to understand Non-Shakespearean drama, particularly such contexts as production and casting, illusion/reality/representation, language, rhetoric, and style, the development of techniques and genres, the relationship to society, economics, and politics. Students gain independence and proficiency in understanding the period, interpreting the plays, and arguing articulately for readings both orally and in writing. Authors taught include Thomas Kyd, Christopher Marlowe, Ben Jonson, Thomas Middleton, John Webster, and others.

LIT 2110: World Literature Survey, Ancient to the Renaissance: This writing intensive course explores the origins of world literary history from the beginnings of epic poetry in the Classical Age to the rediscovery and rewriting of such tales in the European Renaissance. Students learn how to approach, navigate within, and write about various literary as well as historical modes of thought; therefore, the purpose of this class is not merely to discuss literature for its own sake, but rather to survey the progression of world literature from the early Greco-Roman period to the Renaissance in order explore the origins of literature as they are encountered by a modern audience. Authors taught include Homer, Ovid, Aristophanes, Euripides, the Beowulf Poet, Dante, Cervantes, Milton, and others.

ENC 1102: Introduction to Argument and Persuasion: This course encourages students to investigate the relationship between writing and knowledge, and to discover how writing can create, rather than merely transmit, knowledge. Students focus on the essential stylistics of writing clearly and efficiently within the framework of argumentative research writing. I have taught this class as both a survey of various academic fields, with open research topics, and as a "themed" course where students looked at the presence of current environmental concerns and their place in the field chosen by the student based on his or her present interests.

ENC 1101: Introduction to College Writing: This introductory writing course introduces students to various styles of argument from narrative to proposal as well as to various rhetorical situations in which those styles can be applied. I have taught this class as a combination of knowledge production, where in students craft arguments within assigned styles, and knowledge analysis, where in students analyze the presence of argument within popular sources like advertisement and academic sources.

Student Supervision and Independent Project Design

Advisor. Chancellors Honors Capstone Project. Chancellors Honors Program, University of Tennessee. Spring 2021-2022.

Advisor. 1794 Scholars Showcase Project. Division of Student Success, University of Tennessee. Fall 2019-Spring 2022.

Instructor. ENG 493: Independent Study: Education in English (16th Century Focus). English Department, University of Tennessee. Summer 2017.

Instructor. ENG 493: Independent Study: The Evolution of Satan in Western Literature. English Department. Fall 2013.

Instructor. ENG 493: Independent Study: Rhetoric of Religious Texts. English Department, University of Tennessee. Fall 2012.

Instructor. ENG 493: Independent Study: Genre Writing. English Department, University of Tennessee. Spring 2012.

Conference Papers and Talks

“Shakespeare, Adaptation, and Teaching Cultural Performance.” Panel: Teaching British Literature. Midwest Modern Language Association. Detroit, MI. November 2014.

“‘In a Secret Cave’: Solitude Impacting Community in Early Modern Poetry.” Sixteenth Century Society Conference. New Orleans, LA. October 2014.

“A Mystical Repast: Allegorical Food, Community, and the Sacred Poem.” International Congress on Medieval Studies. Kalamazoo, MI. May 2012.

“Performance Anxiety: Donne, Sidney, and the Criteria for Good Poetry.” Exploring the Renaissance: South Central Renaissance Conference. St. Louis University, St. Louis, MO. March 2011.

“Confessing Communication: Moments of Metapoesis in Francis Quarles’ Emblems.” Exploring the Renaissance: South Central Renaissance Conference. Texas A & M University, Corpus Christi, Corpus Christi TX. March 2010.

“‘Like Will to Like’: Interior Likeness and Relationships in Fulwell and Shakespeare.” *Shakespeare Under the Influence*. Exploring the Renaissance: South Central Renaissance Conference. University of Central Arkansas, Hot Springs, AR. March 2009.

"Internal to External: Mediation and Community in the Work of Joseph Hall and Francis Quarles." *Creating Collective Communities: Reconstructing Cultural Identities*. Cultural Currency & Literary Exchange-Cultivating Texts as Commodity: EGO Conference. University of Florida, Gainesville, FL. October 2008.

"Man's Meditations: Christian Meditation and the Building of Community." *Reformation England*. New College Conference on Medieval and Renaissance Studies. New College of Florida, Sarasota, FL. March 2008.

"'Tis Consummation to Be Devoutly Wished': A Desire for Death in the Poetry of Robert Southwell." Southeastern Renaissance Conference. University of Georgia, Athens, GA. October 2007.

"A Melancholic Nature: Nature and its Place in the Poetry of Francis Quarles and Robert Southwell." *Nature and Theology in Renaissance Poetry*. Exploring the Renaissance: South Central Renaissance Conference. Our Lady of the Lake University, San Antonio, TX. March 2007.

"Food for Thought: Humanism and Sacred Poetry of the English Renaissance." *From Scotland to Central Europe: Humanism and Religion in Renaissance Europe*. New College Conference on Medieval and Renaissance Studies. New College of Florida, Sarasota, FL. March 2006.

"Sacrifice for Honor: The Principle of *Arete* in *The Odyssey*." ACS Undergraduate Research Symposium. University of the South, Sewanee, TN. April 2003.

Invited Talks

"Generative AI and Composition." Fall Workshops, Department of English, University of Tennessee, Fall 2024.

"Sacred Poetry and the Communal Journey." First United Methodist Church of Knoxville, Knoxville, Tennessee. February 2013.

"Halloween: Pagan Roots and Christian Communal Transformations." First United Methodist Church of Knoxville, Knoxville, Tennessee. October 2012.

"Honor and Integrity Illuminated by Literature." Induction Ceremony. National Society of Collegiate Scholars. University of Tennessee. September 2010.

"Poets of the Temple: Movements of the Soul in the Poetry of Robert Southwell, Francis Quarles, and George Herbert." *The Poet as Priest: Poetry and Transcendence*. Christian Study Center of Gainesville, Florida. April 2007.

Related Academic Service

English Department Representative. Dean's Lecturer Advisory Council. College of Arts and Sciences, University of Tennessee. August 2024-Present.

Elected Lecturer Voting Representative. English Department, University of Tennessee. Aug. 2024-Present.

Member, English 298 Working Group. Department of English, University of Tennessee. Appointed position to redesign the Chancellor's Honors Writing two-course sequence into a single semester course. Spring 2023.

Member, Legal Writing Working Group. Department of English, University of Tennessee. Appointed position to design the new composition course focused on legal writing. Spring 2023.

Lecturer Representative. Long Range Planning Committee. Department of English, University of Tennessee. August 2013-July 2015.

Member. Lecturers Committee. Department of English, University of Tennessee. August 2013-July 2015.

Member. Keith Taylor Undergraduate Prize Committee. MARCO Institute. University of Tennessee-Knoxville. August 2011-Present.

Elected Lecturer Voting Representative. Department of English Faculty, University of Tennessee-Knoxville. August 2010-May 2012.

Coordinator. Stammtisch Graduate Talks Series. Medieval and Early Modern Studies Center. University of Florida. 2006-2009.

Graduate Representative. University Libraries Committee. University of Florida. 2007- 2008.

Departmental Representative. Graduate Student Council, University of Florida. 2006- 2008.

Member at Large. English Graduate Student Organization, University of Florida. 2003- 2009.