

ZACHARY SUETTA

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PROFESSIONAL HISTORY

Lecturer, Business Communication Program, University of Massachusetts-Amherst	2024-Present
Assistant Professor in-Residence, School of Business, University of Connecticut	2020-2024
Adjunct Faculty, College of Arts & Sciences, Western New England University	2022-2023
Visiting Assistant Professor, Marketing Department, Cleveland State University	2019-2020
Visiting Instructor, Marketing Department, Cleveland State University	2017-2019

EDUCATION

PhD, English Literature May 2019
Southern Illinois University, Carbondale, IL

Dissertation: *The Impassioned Self: Anger and the Romantic Author*

The dissertation argues that subaltern authors of the Romantic era such as women and laboring class writers view anger as essential in projecting subjectivity and the self but often struggle with its artistic expression because of difficulties in negotiating social norms associated with class and gender and the volatile nature of the passion itself.

Director: Dr. Scott McEathron

Committee: Drs. George Boulukos, Anne Chandler, Ryan Netzley, and Joseph Sramek

Specialties: British Romanticism, British Literature of the Long 18th Century, Emotions/Passions, Business Communication

Magister, English Literature June 2010
Jagiellonian University, Cracow, Poland

Thesis: *Byron and Politics*

The thesis examines Byron's politics through his poetry, letters, journals, and parliamentary speeches to assert that his political beliefs were sincere albeit underdeveloped as opposed to dilettantish.

Bachelor of Arts, English May 2007
Baldwin-Wallace University, Berea, OH

Associate of Arts, English May 2005
Lorain County Community College, Elyria, OH

PUBLICATIONS

"Blurred Boundaries: Anger, Identity and Satire in Clare's *Don Juan*," *John Clare Society Journal* 39 (July 2020).

"Can You Direct the Confused Suggestions of My Brain?": Passion and Reason in Dacre's *Zofloya* (*Under Review*)

CONFERENCE PRESENTATIONS

Panelist, “Stages of Adoption: Obstacles and Solutions for OER Adoption.” OpenCon: Cleveland, 2020.

“Can You Direct the Confused Suggestions of My Brain?”: Passion and Reason in Dacre’s *Zofloya*.” International Gothic Association, 2019.

“The Byron of Allen’s Madhouse: Anger, Identity, and Satire in John Clare.” International Conference on Romanticism, 2017.

TEACHING EXPERIENCE

University of Massachusetts (7 sections)

Business Communication (SCH-MGMT 310) (8 sections; 2 online)

Undergraduate course that explored the various ways in which the author, audience, style, presentation, and genre affect written and oral professional communications. Created syllabus, assignments, rubrics, and materials. Major assignments included external and internal memoranda, collaborative projects, and presentations.

University of Connecticut (53 sections)

Business Writing and Communication (BUSN 3004w) (12 sections, 4 online)

Undergraduate course that explored the various ways in which the author, audience, style, presentation, and genre affect written and oral professional communications. Created syllabus, assignments, rubrics, materials, and lecture videos. Major assignments included external and internal memoranda, collaborative projects, and presentations.

Business Communications (BUSN 3003w) (9 sections, 5 online)

Undergraduate course that explored the various ways in which the author, audience, style, presentation, and genre affect written and oral professional communications. Created syllabus, assignments, rubrics, materials, and lecture videos. Major assignments included external and internal memoranda, collaborative projects, and presentations.

Effective Business Writing (BUSN 3002w) (32 sections, 11 online)

Undergraduate course that explored the various ways in which the author, audience, style, presentation, and genre affect written professional communications. Created syllabus, assignments, rubrics, materials, and lecture videos. Major assignments included external and internal memoranda, recommendations, proposals, and portfolio writing.

Western New England University (4 sections)

English Composition II: Introduction to Literature (ENGL 133) (1 section)

Second sequence of introductory course on academic writing required for all majors. The course theme was emotional intelligence and used Charlotte Dacre’s *Zofloya; or, The Moor* (1806) as the primary text. Created daily lesson plans and material in accordance with the department’s core composition program. Major writing assignments included a literary analysis, synthesis essay, annotated bibliography, and a source-based argument.

Writing and Reading Laboratory I (LA 150) (3 sections, 3 online)

First-year auxiliary course that offers additional guidance on the fundamentals of academic writing. Created syllabus, assignments, rubrics, and lecture videos. Assignments included drafting exercises, a peer review, and revision and reflective essay for a major document in the parent course.

Cleveland State University (30 sections)

Communication for Managers (GAD 515) (8 sections, 1 online; MBA)

Graduate course that examined the cultural, linguistic, emotional, and technological barriers that obstruct communication channels in a global professional climate as well as approaches necessary to transcend them. Created syllabus, assignments, rubrics, quizzes, materials, daily lesson plans, and lecture videos. Assignments included case study analyses, a letter of concern, negative memorandum, business report, and business proposal.

Business Communication (GAD 250) (22 sections, 1 online)

Undergraduate course that introduced students to various professional genres and scenarios. Created syllabus, assignments, rubrics, examinations, quizzes, materials, daily lesson plans, and lecture videos. Major assignments included a résumé, cover letter, business plan, and persuasive role-play.

Southern Illinois University-Carbondale (20 sections)

Technical Writing (ENGL 291) (3 sections)

Introductory course on professional writing designed for students of all majors. Created syllabus, assignments, materials, and daily lesson plans. Major writing assignments included a cover letter, résumé, and business proposal.

Honors Composition (ENGL 120H) (1 section)

First-year writing course for students in the university's honors program. The course theme was nature and environmentalism and included texts by William Wordsworth, John Clare, Henry David Thoreau, and Farley Mowat. Created syllabus, daily lesson plans, and material in accordance with the department's core composition program. Major writing assignments included a statement of research, an article analysis, an annotated bibliography, a research proposal, an exploratory essay, and a call-to-action essay.

Composition II (ENGL 102) (3 sections)

Second sequence of introductory course on academic writing required for all majors; two sections had the theme of gender, relationships, and sexuality; one section had the theme of education. Created daily lesson plans and material in accordance with the department's core composition program. Major writing assignments included an annotated bibliography, a bibliographic analysis, and a research paper.

Composition I (ENGL 101) (2 sections)

First-year rhetoric and composition course with the theme of water conservation; one section for business majors. Created daily lesson plans and material in accordance with

the department's core composition program. Major writing assignments included literary analysis, synthesis paper, and argumentative essay.

Teaching Assistant, Shakespeare (ENGL 365) (1 section)

An introduction to Shakespeare's major plays for undergraduate students. Plays discussed included *The Merchant of Venice*, *Hamlet*, *Twelfth Night*, *King Lear*, and *The Tempest*. Created supplemental material on academic writing and literary terms and a lecture on blindness in *King Lear* that was presented to the class. Graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Classical Mythology (CLAS 230) (2 sections; 4 discussion groups)

Introductory course on the religion, culture, and society of Ancient Greece. Readings included *The Homeric Hymns*, Homer's *The Odyssey*, Sophocles' *Oedipus Rex*, and Euripides's *Medea*. Assignments included weekly analysis papers and short answer- and essay-based examinations. Individually led weekly discussion groups which provided students the opportunity to examine the readings and lectures in greater detail, created discussion group syllabus and lesson plans, graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, International Business (BA 580) (1 online section; MBA)

Graduate course which reviewed the cultural, political, legal, and economic issues organizations face within today's global business environment. Students were required to write case study analyses and regularly participate in the discussion forum. Graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Marketing Management (BA 550) (1 online section; MBA)

Graduate course which considered the role marketing plays in organizational success. Students were required to analyze case studies and readings using the course material and scholarly criticism as support. Graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Managerial & Organizational Behavior (BA 540) (1 online section; MBA)

Graduate course which discussed theories and existing practices for global business management. Students were required to analyze peer-reviewed articles on economic, cultural, and technical issues. Graded all essays and forum submissions, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Financial Management (BA 530) (1 online section; MBA)

Graduate course that extensively covered corporate financial strategies. Assignments included quizzes, examinations, and a company analysis project. Graded project, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Operations Strategy for Global Competition (BA 522) (1 online section; MBA)

Graduate course which discussed theories and practices organizations can employ to their operations in order to improve success in the global marketplace. Requirements included quizzes, case study analyses, a research essay, and regular participation in the discussion forum. Graded all essays, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Fundamentals of Career Effectiveness (BA 508) (1 online section; MBA)

Graduate course which promoted career introspection and development. Requirements included themed self-evaluations and regular participation in the discussion forum. Graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Critical Issues for Business Leaders (BA 507) (1 online section; MBA)

Graduate course which focused on developing self- and team-leadership skills for managers. Students were required to analyze assigned readings and presentations and regularly participate in the discussion forum. Graded all essays and forum submissions, served as liaison between students and professor, and managed online platform.

Teaching Assistant, Business Communication (BA 506) (1 online section; MBA)

Graduate course designed to improve both academic and professional writing. Assignments included synthesis paper, professional communication documents, and strategies for writing. Graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

RELEVANT WORK EXPERIENCE

Writing Center Consultant	2018-2019
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Cuyahoga Community College: Western Campus, Parma, OH

Provided individual and group sessions on writing to students of all majors. Assisted students in the writing process by helping with brainstorming, research, and revision. Created student reports to be submitted to the writing center's database and the instructor that detail the purpose of the visit and the compositional mechanics dealt with. Managed the center's database by recording the time and nature of visits.

Technical Writer	2012-2013
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XTRF Translation Management Systems Ltd, Cracow, Poland

Created instructional content for organization's XTRF Management System, a software used to manage and automate translation projects. Managed system's Knowledge Base, the help center utilized by both external and internal users. Scripted, recorded, and edited training videos used by existing and potential clients and members of the organization's sales team. Worked directly with engineers, sales team, and support desk.

English Instructor	2009-2012
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K&K School of English, Cracow, Poland

Taught English to students of low intermediate through advanced levels. Created assignments, materials, and daily lesson plans and proctored examinations.

Junior Manual Author 2011-2012
Electrolux, Cracow, Poland

Created and updated user manuals for home appliances through the organization's Citrix content management system. Served as Assistant STE (simplified technical English) coordinator, which entailed correcting all grammatical and stylistic mistakes and ensuring that all content aligned with the organization's compositional rules for localization purposes. Worked in a team of technical writers that assisted project managers at multiple European factories.

SERVICE

Search Committee Member, Business Communication Program Spring 2025
University of Massachusetts, Amherst, MA

Contributed to search for full-time faculty for the Business Communication Program by reviewing application material, interviewing candidates, guiding them on their campus visits, and selecting finalists for employment.

Consultant, Business Communication Center Fall 2024-Present
University of Massachusetts, Amherst, MA

Assisted students in the creation, revision, and delivery of academic and professional material. Reviewed students' application material and coursework and coached students to deliver memorable job interviews and business presentations.

Consultant, Business Writing Center Fall 2020-Spring 2024
University of Connecticut, Storrs, CT

Contributed to the development and launch of the University of Connecticut School of Business's Business Writing Center by tutoring and creating webpage content.

Engaging & Inclusive Instruction in Kodiak Spring 2023
Western New England University, Springfield, MA

Completed online course for maximizing university's LMS (Learning Management System) Kodiak. Designed a sample online course with assignments, examinations, discussion forums, and a dynamic gradebook.

Instructor, Independent Study Fall 2021
University of Connecticut, Storrs, CT

Guided undergraduate student's development in professional speaking and interpersonal communication. Created lecture videos, designed and hosted mock performance evaluations and interviews, and graded all student work.

Transfer Assurance Guide (TAG) Faculty Panel Member Spring 2020
Ohio Department of Higher Education, Columbus, OH

Collaborated with faculty at Ohio universities to review prerequisites, learning outcomes, and credit hours for Business Communication courses. Received pedagogical training, shared course material, evaluated course proposals, and participated in meetings.

Instructor, Independent Study Spring 2020

Cleveland State University, Cleveland, OH

Supervised an MBA student's proposal for increasing the Internet presence of an independent record store in Cleveland, Ohio. Assigned readings on professional communication, marketing, and social media and graded all student work.

Writing in General Education Workshop August 2019

Cleveland State University, Cleveland, OH

Participated in three-day workshop that examined students' difficulties with writing and assessed current compositional methodologies used in WAC (Writing Across the Curriculum) and Writing Skills courses. With other faculty members, designed rubrics to be used in all writing-focused courses.

Faculty Fellow Autumn 2018

Sigma Phi Epsilon, Cleveland, OH

Offered academic and professional support to members of Cleveland State University's chapter. Designed and led workshops on professionalism and career development.

Online Teaching and Design Course October 2017

Cleveland State University, Cleveland, OH

Completed online course for maximizing university's LMS (Learning Management System) Blackboard. Designed a sample online course with assignments, examinations, discussion forums, and a dynamic gradebook.

CERTIFICATION

CELTA (Certificate in English Language Teaching to Adults)	2009
International House Kraków, Cracow, Poland	

AWARDS & GRANTS

Best Instructor Feedback Award for Writing Across the Curriculum Instructors	2020
Awarded by the CSU Writing Center to the instructor who provided the most helpful feedback to students and tutors.	

Textbook Affordability Small Grant (\$1,000)	2019
Competitive grant awarded to CSU faculty for use of open-access materials. Awarded for GAD 515.	

Alan M. Cohn Award for Graduate Research	2016
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PROFESSIONAL AFFILIATIONS

Charles Lamb Society (CLS)
Hazlitt Society (HS)

John Clare Society of North America (JCSNA)

LANGUAGES

German (reading)

Polish (low intermediate)

REFERENCES

Scott McEathron

Professor of English

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