1. Courses Taught 2007-2012 with Overall Evaluations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102:</td>
<td>3.5</td>
</tr>
<tr>
<td>Freshman Composition II</td>
<td></td>
</tr>
<tr>
<td>ENGL 201/ENGL 210:</td>
<td>3.8</td>
</tr>
<tr>
<td>British Literature Survey</td>
<td></td>
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<tr>
<td>ENGL 400:</td>
<td>4.0</td>
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<tr>
<td>Methods of Teaching Composition</td>
<td></td>
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<tr>
<td>ENGL 403:</td>
<td>4.0</td>
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<tr>
<td>Chaucer</td>
<td></td>
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<tr>
<td>ENGL 415:</td>
<td>3.9</td>
</tr>
<tr>
<td>Shakespeare</td>
<td></td>
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<tr>
<td>ENGL 422:</td>
<td>3.8</td>
</tr>
<tr>
<td>History of the English Language</td>
<td></td>
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<tr>
<td>ENGL 437:</td>
<td>3.9</td>
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<tr>
<td>Medieval Literature</td>
<td></td>
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<tr>
<td>ENGL 475-084 and 575-084:</td>
<td>—</td>
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<tr>
<td>King Arthur’s England</td>
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<tr>
<td>[These two courses, which were taught in TECH-London Summer School in June 2010 along with English 210, had an enrollment of fourteen undergraduate and graduate students. Student program evaluations were excellent, but to my knowledge no teacher evaluations were sent to or filled out by students.]</td>
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<tr>
<td>ENGL 500:</td>
<td>3.7</td>
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<tr>
<td>Teaching College Composition</td>
<td></td>
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<tr>
<td>ENGL 520-084 [Online]:</td>
<td>—</td>
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<tr>
<td>Theories of Composition</td>
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<tr>
<td>[Taught in spring 2011, this successful online course of seventeen included ULM students, Tech students, and dual enrollment teachers. I did not receive any evaluations of the course. To my knowledge, no standard evaluations were sent to or filled out by students.]</td>
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<tr>
<td>ENGL 583:</td>
<td>3.8</td>
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<tr>
<td>Medieval Women’s Literature</td>
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<tr>
<td>British Arthurian Literature</td>
<td></td>
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<tr>
<td>HNRS 104:</td>
<td>3.7</td>
</tr>
<tr>
<td>Medieval and Renaissance Civ.</td>
<td></td>
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</tbody>
</table>
2. Statement of beliefs concerning the importance of teaching, research, and community/university service to the overall mission of the university

“Only connect” says a character in E. M. Forster’s *Howard’s End*, “Without it we are meaningless fragments.”

Numerous universities privilege teaching, research, and community/university service; yet it is Louisiana Tech’s *valuing of the connections between those activities* that make this university more than an ivory tower. Thanks to our faculty’s commitment to a learning process that integrates scholarship and praxis, Louisiana Tech is a living, breathing force for positive growth and change in which educators play many parts.

My teaching of British literature and composition theory feeds off of scholarship; classroom work in turn challenges me to reach through my research for deeper levels of relevance to the world in which we live and work. Engaged research goes hand in hand with teaching excellence. Bringing current scholarship—mine and that of colleagues—into the classroom energizes class discussion, makes content real, and pushes the boundaries of our knowledge even further. Believing that truth is both dialectical and dynamic, and that we may arrive at truth through critical thinking and self-expression, I seek through my teaching to engage students in dialogues outside of the classroom as well as in it.

Enriched by research and enlivened by teaching, I move away from my desk towards service—university or community. That engagement takes many forms. You might find me holding a puppet in the GTM courtyard on Shakespeare’s Birthday, shouting lines from one of his plays in a silly falsetto, collaborating with Tech colleagues (whose teaching and research are every bit as interconnected as mine) to bring the Bard’s works to life. Or I might be . . .

- Talking (in broken French) to a French class about doing 15th century manuscript research in Paris’s *Bibliothèque Nationale*.
- On campus in August meeting with English dual enrollment teachers, whose high school seniors are already taking university-level courses. The high school dual enrollment teachers will each grade a set of essays that Tech English instructors have graded, and discover if their own standards of college-level evaluation are up to par.
- Meeting with colleagues from the College of Education to better understand the impact that Common Core Curriculum will have on our students.
- Serving potato salad at a fall quarter football tailgate rally.
- Serving as a test administrator in a high school literary rally.
- Tramping around London with Tech summer school students as they study British literature in context, insisting they obtain library cards to The British Library.

Those activities energize me, remind me that to embrace teaching at this university means to embrace service along with research. For what is service if not an understanding that contributions are by definition shared (and multiplied when shared) with others? The best teachers are researchers who value our connectedness to many levels of a social realm, a community in which we are a functional part rather than the center. Experiencing real links between teaching, research, and service can be liberating and exhilarating as well as exhausting. The connections make my work whole, give it credence, give it—in truth—whatever success (as a teacher, a scholar, a citizen) I might claim.
3. PUBLICATIONS, GRANTS, and TEACHING PRESENTATIONS

SELECTED PUBLICATIONS

[**Since 2008 I have published 93 MLA pages of scholarship in top-tier, peer-reviewed international journals. Two book reviews put this total at 102 pages. Two articles under revision, “Uses of Medieval Violence” and “Living by the Clock,” should be ready for submission to publication before the end of 2012.]


GRANTS

[**In the past five years I have had the honor and pleasure of working with colleagues on three funded grants that have had a positive impact on our teaching environment and on the educational experience of many Louisiana Tech University students.]

Technology Fee Board Grant: Upgrades to Technology Classrooms/Comp. Computer Labs [2009; $38,987. With David Merchant]

Technology Fee Board Grant: Resolution Projectors & Screens in GTM 211A and B [2007; $5,100. With Veronica Schuder]

Instructional Innovation Grant: BEST PRACTICES Website: E-resources for Composition Teachers. [2007; $1,700. With David Merchant and Susan Eller]

SELECTED CONFERENCE & TEACHING PRESENTATIONS


Invited talk: “Teaching the Woman Writing and Written in Medieval Literature” 46th International Congress on Medieval Studies, Kalamazoo, MI, May 12-5, 2011.

“Taking the Book, Claiming the Narrative: Medieval Young Adults’ Ownership of Jean d’Arras’ Mélusine.” TEMA XX Conference. Dallas, TX, Sept. 24-26, 2010.


4. UNIVERSITY/COMMUNITY SERVICE ACTIVITIES (Selected List)

2008-present: Annual Service as Composition Coordinator & English Dual Enrollment

1. Provides academic oversight and pedagogical support to fourteen full-time on-site composition instructors and DE English teachers at twenty-nine public, charter, and private high school campuses throughout the state.

2. The English Dual Enrollment program has tripled in size over the past four years. In the face of that rapid expansion I have worked diligently to provide leadership to DE teachers and to help maintain LA Tech’s high standards of academic excellence. Achieving that aim is a multi-pronged task that has required my focus and support in a variety of areas, including a day-long orientation seminar for DE English teachers where we review syllabus expectations, college-level course pedagogy, grade inflation, plagiarism, and college-level writing expectations.

3. Chaired committees to oversee and successfully implement the adoptions of four new English 101 and 102 textbooks.

4. Revised and upgraded the Freshman Composition Course Packet to include annual cover changes, photographs of our campus and students, and a new section titled “Writing about Literature” to transition incoming freshman into our 200-level literature classes.

5. Through the distribution of the FCCP and my work with teachers of English 101 and 102 (both on-campus and through in dual enrollment) the work I do has a strong positive impact on approximately 1900-2257 incoming Louisiana Tech freshmen each year.

6. Organize and lead annual “Pedagogy Sessions” to address the needs and concerns of on-site composition teachers. The meetings generally feature instructors as presenters to their colleagues on topics of professional or pedagogical concern.

7. Work with other colleagues and administrators to prepare and organize the day-long English Dual Enrollment Collaboration Seminar in early August.

8. Contact and respond to queries of DE teachers on an almost daily basis throughout the academic year to ensure that their English 101 and 102 course needs are addressed.

9. Send reminder and follow up summary emails to DE teachers who attend the August Collaboration Seminar and DE English "Orientation Packets" that include Course Guidelines and Objectives, an "Intro to LA Tech English DE" PPT that outlines differences between high-school and college-level English courses, sample syllabi and assignments, and a "DE English Student Achievement Graph" (new this year) so DE teachers can monitor their students' progress more carefully in terms of college-level course objectives and writing standards.

10. Annually revise and update the Course Guidelines and Objectives for English 101 and 102.

11. Prepare and lead “Essay Excellence” meetings for all teachers of composition in the fall quarters to encourage fair and standardized grading.

12. Last but certainly not least, as composition coordinator I often serve as a faculty resource or guide in cases of plagiarism, class management or pedagogical issues and as a contact between the English dept. head and the composition faculty. To cite but one example, I have
at times been the first line of defense in instructor or student complaints or grade disputes.

2008-present  Other University and Community Service:

1. Mentor to new faculty, instructors, and English TA’s, 2008-present
   *I am pleased to note that the last two English teaching assistants I mentored, Magin LaSov Gregg (2010) and Caleb Elkins (2011) now have full-time contracts teaching college English.

2. Honors Faculty and English Graduate Faculty; English Advisor 2004-present.

3. Search Committee: Head of School of Literature and Languages 2012.


5. Presenter & Puppeteer in Shakespeare’s Birthday Celebration 2009-present.


7. Reviewer: English Credit by Exam Student Essays with English dept. head, fall 2011.


9. School of Architecture, Fall Quarter Graduate Reviews 2010-2011.


12. Tenure Standards Committee, School of Literature and Languages, 2009-2010.

13. Reviewer for the manuscript (now in published) Writing Matters by Rebecca Moore Howard of Syracuse University, 2010.


15. Course Rotation Subcommittee 2004-present.


17. English Undergraduate Curriculum Committee, 2002-present.


20. I am supportive of my colleagues in their pedagogical and scholarly endeavors: sharing ideas for course innovations, reviewing grant proposals, writing recommendations, and serving as a second reader. This spring quarter I converted my face-to-face 400/500 course into an online course on short notice to facilitate the research fellowship of a colleague working on a book. I am an active supporter of Sigma Tau Delta (the National English Honor Society), participating with enthusiasm in that group’s annual celebration of Shakespeare’s birthday. On March 29th I was a guest lecturer in Dr. Dolly Hurtig’s upper-level French 305 class where I spoke (in French and in English) on manuscript research and the publication process. I look forward to working with and supporting the TECH-London Study Abroad Program again in the future.