

Dr. Karen R. Jacobs
Associate Professor
School of Language and Literature
Honors Faculty
Graduate Faculty

COURSES TAUGHT AND TEACHER EVALUATION RATINGS

Course	Quarter	Year	Teacher Evaluation Rating
English 500: Teaching College Composition	Fall	2003-04	3.4
English 101: Freshman Composition	Fall	2003-04	3.2
English 201: British Literature	Winter	2003-04	3.7
English 104: Honors English	Winter	2003-04	3.9
English 415: Shakespeare	Spring	2003-04	2.9
English 336: Advanced Composition	Spring	2003-04	3.0
English 500: Teaching College Composition	Fall	2004-05	3.9
English 101: Freshman Composition	Fall	2004-05	3.3
English 102: Freshman Composition	Winter	2004-05	3.5
English 104: Honors English	Winter	2004-05	3.6
English 415: Shakespeare	Spring	2004-05	3.4
English 101: Freshman Composition	Fall	2005-06	3.3
English 500: Teaching College Composition	Fall	2005-06	3.9
English 104: Honors	Winter	2005-06	3.2
English 201: British Literature	Winter	2005-06	3.6
English 515: Shakespeare Seminar	Spring	2005-06	3.1
English 102: Freshman Composition	Spring	2005-06	3.2
English 201: British Literature	Fall	2006-07	3.7
English 500: Teaching College Composition	Fall	2006-07	4
English 104: Honors	Winter	2006-07	3.3
English 201: British Literature	Winter	2006-07	3.7
English 102: Freshman Composition	Spring	2006-07	3.3
English 201: British Literature	Spring	2006-07	3.7
English 201: British Literature	Fall	2007-08	3.6
English 415: Shakespeare	Fall	2007-08	3.3
English 104: Honors	Winter	2007-08	3.8
English 201: British Literature	Winter	2007-08	3.9

BELIEF STATEMENT

English, as an academic discipline, is the heart of written communication in Liberal Arts and in the University. English provides the substructure-- the reading, writing, and critical thinking-- that underlies written communication in the various majors of the Colleges in the University. As the Coordinator of Freshman Composition from 2002 until spring, 2008, I was heavily involved in promoting academic writing as a General Education Requirement for all students in the English Department. My function was dual. It was my responsibility and pleasure to provide students in my classes with the writing skills that enhance not only their personal lives, but also their academic and professional lives. It was also my responsibility and pleasure to provide the composition faculty with the tools they needed to produce academic writing in their classrooms. As of spring, 2008, I no longer hold this position. I now teach and research for my Department.

My teaching responsibilities allowed and continue to allow me to promote writing in two capacities, for I first taught writing to teachers who intended to tutor and those who intended to teach writing in the classroom, and I now continue to teach writing to undergraduate and graduate students in the English Department. My bridge between these two capacities was once my undergraduate writing classes which I often used as demonstration teaching for those who intended to teach or who were troubled in their teaching. I believe strongly that the teaching of writing is not mere formula or even content, but is an enabling process for the student. I believe it is my function to turn my students into teachers of their own writing, into students who can wrest my teaching power from me and make it their own. In brief, I want my students to make me, their instructor, increasingly unnecessary as they take over the skills that I have introduced them to.

Research, in my thinking, is the application of the writing skills my faculty and I teach in the University. Although I coordinated Freshman Composition and continue to teach it, I also teach courses in literature in Honors and in Shakespeare. In those classes I continue to teach writing, but from the particular perspective of my discipline, medieval and early modern British literature. I believe firmly that every Louisiana Tech University instructor can and should teach writing from the perspective of his or her discipline. When I teach writing in these classes, I teach critical thinking and its logic, the management and evaluation of primary and secondary texts and their theories, in short, research. I apply what I know about writing in general to help students write specifically about literature. Furthermore, I use those same skills in my own research writing to construct my lectures, my classroom writing assignments, and to produce research for publication that enhances my profession. I believe that teaching and research in their separate roles are but two sides of one entity. They are not separate, nor conflicting operations. What I do as a teacher formulates what I do as a researcher in my profession.

The University community and my participation in it give me the raw data of what and how to teach Louisiana Tech students. By supporting and attending University occasions in Music, in Theater, in Language and Literature, in Art, in Architecture, in Engineering, and in the many other disciplines of the University, I come to know the students, their interests, and their needs. I also believe that participation in public arenas such as my neighborhood, my city, and my state gives me perspective that I use as a teacher and as a researcher.

COMMUNITY/SERVICE ACTIVITIES

ADMINISTRATION:

Coordinator of Freshman Composition : From 2002 to spring, 2008

- Mentoring and Advising English 099, 100/101, and 102 Instructors
- Providing Syllabi for the above courses
- Observing and mentoring Graduate Students who teach their first classes
- Selecting and supervising composition textbooks
- Norming Freshman Compositions to achieve standard assignments and grading policies
- Coordinating, advising, and evaluating English Dual Enrollment classes in local secondary schools.

Coordinator and Evaluator of the English 100 Lab

(The function of this class and its lab have now become a part of English 101 and BARC.)

- Reorganizing the Lab in 2002
- Scheduling the Lab
- Conducting and Dispersing Student Evaluations of the Lab
- Training tutors
- Quarterly Orientations
- Weekly Meetings to trouble shoot problems
- Transitioning this Class and this Lab to the BARC

Editor of the Freshman Course Packet

Administrator of Turnitin.com for the English Department (until this year when the service became university wide)

COMMITTEES, WORKSHOPS, and EXCURSIONS:

2003-08	Honors Excursion to the Benedictine Monastery in Subiaco, Arkansas
2003	Participation in the Assessment/Writing Workshop at Louisiana Tech and ULM
2005	Turnitin.com Committee to establish this plagiarism service university wide
2006	Recipient of the Charlotte Lewis Endowed Professorship (I have used these funds to enrich my classes by traveling to London, Manchester, and Stratford, England, and will use them this summer to travel to Florence, Italy.)
2007-08	Shakespeare's Birthday in the GTM Shakespeare Garden

PUBLICATIONS and PRESENTATIONS

Publications:

- "Walden's End and II Peter 1: 19," *Thoreau Quarterly*, 10, 2, (1978), 30-31. (With E. Jacobs)
- "Spenser, Hawthorne, and the Doves of Venus," *American Notes and Queries*, 18, (1979), 2-5.
- "I Seek the Present Time: A Scriptural Gloss," *Thoreau Society Bulletin*, 161 (Fall, 1982), 3. (With Ed Jacobs)
- "Amoretti 79 and I Peter 3: 1-4," *The University of Mississippi Studies in English*, 4 NS (1983), 187-190.
- "Dramaturgy and Irony in Othello", *The Upstart Crow: A Shakespeare Journal*, 9 (1989), 52-63. (With E. Jacobs)
- "Allegory in Mystery Fiction: A Detection of Sixteenth Century Clues," *Clues: A Journal of Detection*, 17 (Spring\Summer, 1996)

Presentations:

- "Saving the Baby and the Bathwater," Presentation with colleagues and graduate students at SCWCA in Lafayette, La, March, 2001.
- "Writing and the Literary Text" LACC in Ruston, La, February, 2002.
- "Research from Literature: Can It Lure Honors Students to the Craft of Writing?" LACC at ULM in Monroe, La, February, 2003.
- "Shakespeare and the Wild West," Shakespeare's Birthday in the GTM Shakespeare Garden, 2007.
- "Mayhem on the Shakespeare Stage," Shakespeare's Birthday in the GTM Shakespeare Garden, 2008.