

April 6, 2018

F. Jay Taylor Teaching Award Nomination

Dr. Scott Levin

Assistant Professor of English

TEACHING STATEMENT

Since my first days as a graduate assistant twenty years ago to my present days as our department's lead scholar in Romantic culture, I have never felt more at home than when I am in the classroom. In accord to the mission of Louisiana Tech University, I find it incumbent upon myself to nurture and help produce open and strong-minded critical thinkers. The cliché of the English professor is that we are here to instill passion into our students. Though I certainly consider myself to be an exuberant pedagogue, I make it abundantly clear that I am here to teach my students not *what* to think, but *how* to think.

At the beginning of each quarter, I introduce my students to what it means to be a sound, critical thinker. My objective is to inform them that by analyzing and interpreting literary texts and literary cultures, they sharpen their own critical thinking skills, regardless of their majors. I do not deny that art is representative of human experience, but I also acknowledge to my students that art, whatever the medium, is rhetorical, and as audience members and readers they need to understand how to find potential meaning via language, for language is no more than thought materialized. I stress to them that their ability to think and their use of language will only get more sophisticated when they are confronted with complex literary works. My overall point to them is fairly transparent: if you are a solid thinker, no matter what your major may be, after college the job will eventually come.

Indeed, over the years I have sustained a passion for introducing my students to diligent academic inquiry. And as much as I enjoy my English majors, I am just as inspired and encouraged by creating a dialogue with students outside of my discipline. I love encouraging my students to be aware of the rare opportunity they have as college students and want them to get as much out of their time at Tech as possible. Over the past five years I consistently received some of the highest evaluations and retention rates in my school and college (an overall retention rate of 95% and an overall evaluation rate of 3.7/4). I have taught every level of English, from freshman composition to graduate level seminars, while also teaching Honors 203, Foundations of Modern Civilization. My commitment to innovation and to creating challenging courses that meet current interest is most apparent in my class, ENGL 475, *Contemporary Music Lyrics and the Poetic Tradition*. This course takes literary motifs out of the classroom and into the world of popular culture, allowing my students to relate to poetry in a way they did not previously expect. The course has not only been popular with students, it has also served as the springboard for a conference paper and a future

prospect for publication. I took this class even further in the spring of 2017, creating a new course, *Bob Dylan and the Beat Generation*, in which we explored the Nobel Prize winner's music lyrics through the culture and literature of his surrounding times. What I am most proud of in terms of my pedagogy, however, is my ENGL 421, *Classical Theory from Plato to Nietzsche*, which I taught online in 2016 and this past winter. Utilizing online forums, Powerpoint presentations, and audio lectures, the course ended up being a tremendous success.

Alas, the classroom and students here at Louisiana Tech continue to inspire me on a daily basis. I am a scholar and love my research, but I will always be a teacher first.

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The following is a breakdown of my Retention Rate for each of the classes I have taught over the past six and a half years, which include the following course titles and their corresponding number: ENGL 101, English Composition; ENGL 102, Writing about Literature; ENGL 211, Literature from the Romantic Era to the Present; ENGL 413, Literature of the Romantic Era; ENGL 421, The Tradition of Rhetoric and Critical Theory; ENGL 440, Eighteenth Century British Literature; ENGL 475, The Poetic Roots of Contemporary Song Lyrics; ENGL 475, Dylan and the Beat Generation; and HNRS 203, The Foundations of Modern Civilization.

Retention Rate

100 level English Courses (ENGL 101 max. enrollment of 16; ENGL 102 max. enrollment of 25):

Total Number Enrolled at Ninth Day: 249

Total Number Enrolled at Quarter's end: 236

Retention Rate: 95%

200 level English Courses (ENGL 211 max. enrollment of 35):

Total Number Enrolled at Ninth Day: 1385

Total Number Enrolled at Quarter's end: 1284

Retention Rate: 93%

400/500 level English Courses (ENGL 400+ max. enrollment of 25):

Total Number Enrolled at Ninth Day: 227

Total Number Enrolled at Quarter's end: 212

Retention Rate: 93%

Honors Retention Rate (HNRS 203 max. enrollment of 20):

Total Number Enrolled at Ninth Day: 126

Total Number Enrolled at Quarter's end: 124

Retention Rate: 98%



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14MAR16

LOUISIANA TECH UNIVERSITY
STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts
DEPARTMENT: Literature and Language
SCHOOL TERM: WINTER 2017-2018

COURSE: ENGL111 001 INSTRUCTOR: LEVIN SCOTT ANTHONY

Q	P	A	S	C	W	U	D	R	N	INSTR AVG	AVERAGES BY CATEGORY (#2)				E	AVERAGES BY CLASS REQUIREMENT (#1)			AVERAGES BY QUESTION					
											A	B	C	D		A	B	C	A	B	C	D		
0	92	92	92	92	92	92	92	92	92	4.0	3.4	2.4	3.4	NO										
1	85	85	85	85	85	85	85	85	85	3.5	2.5	1.5	0.0	GPA	MAJ	RQD	ELC							
2	77	77	77	77	77	77	77	77	77	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
3	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
4	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
5	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
6	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
7	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
8	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
9	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
10	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
11	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
12	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
13	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
14	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	
15	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	

COMPARATIVE PERFORMANCE

Q	QUESTIONS	INSTR	DEPT	COLLEGE	COLLEGE			COURSE MULTIPLE SECTIONS	YOUR AVERAGES FOR ALL COURSES			UNV AVG
					100/200	300/400	500/600		15/16	16/17	17/18	
0	APPROPRIATE EXAMINATIONS	4.0	3.8	3.7	3.5	-	-	3.5	3.5	3.3	3.6	3.5
7	ORGANIZED PRESENTATIONS	3.7	3.6	3.6	3.6	-	-	3.6	3.9	3.6	3.7	3.5
8	EXPRESSIVENESS	3.8	3.7	3.7	3.6	-	-	3.7	3.9	3.8	3.9	3.6
9	STIMULATES INTEREST	4.0	3.6	3.6	3.6	-	-	3.6	3.7	3.6	3.8	3.5
10	EXPLAINS DIFFICULT MATERIAL	4.0	3.7	3.6	3.6	-	-	3.6	3.7	3.6	3.9	3.6
11	CONCERNED ABOUT LEARNING	4.0	3.8	3.8	3.8	-	-	3.8	3.9	3.8	4.0	3.8
12	WILLING TO ANSWER QUESTIONS	4.0	3.6	3.6	3.6	-	-	3.6	3.7	3.6	3.8	3.6
13	GAINED GREATER UNDERSTANDING	4.0	3.7	3.7	3.7	-	-	3.7	3.8	3.7	3.9	3.7
14	ACCOMPLISHED CLASS PURPOSES	4.0	3.6	3.6	3.6	-	-	3.6	3.8	3.6	3.9	3.6
15	RATING OF INSTRUCTOR	4.0	3.6	3.6	3.6	-	-	3.6	3.8	3.6	3.9	3.6

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13MAR16

LOUISIANA TECH UNIVERSITY
STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: For Registrar's use only
DEPARTMENT: Honors Program
SCHOOL TERM: WINTER 2017-2018

COURSE: HNS203 H02 INSTRUCTOR: LEVIN SCOTT ANTHONY

Q	P	A	S	C	W	U	D	R	N	INSTR AVG	AVERAGES BY CATEGORY (#2)				E	AVERAGES BY CLASS REQUIREMENT (#1)			AVERAGES BY QUESTION				
											A	B	C	D		A	B	C	A	B	C	D	
0	92	92	92	92	92	92	92	92	92	4.0	3.4	2.4	3.4	NO									
1	85	85	85	85	85	85	85	85	85	3.5	2.5	1.5	0.0	GPA	MAJ	RQD	ELC						
2	77	77	77	77	77	77	77	77	77	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
3	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
5	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
6	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
7	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
8	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
9	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
10	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
11	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
12	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
13	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
14	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
15	85	85	85	85	85	85	85	85	85	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0

COMPARATIVE PERFORMANCE

Q	QUESTIONS	INSTR	DEPT	COLLEGE	COLLEGE			COURSE MULTIPLE SECTIONS	YOUR AVERAGES FOR ALL COURSES			UNV AVG
					100/200	300/400	500/600		15/16	16/17	17/18	
0	APPROPRIATE EXAMINATIONS	3.8	3.6	3.6	3.6	-	-	3.5	3.3	3.6	3.5	
7	ORGANIZED PRESENTATIONS	3.6	3.6	3.6	3.6	-	-	3.9	3.6	3.7	3.5	
8	EXPRESSIVENESS	3.8	3.6	3.6	3.5	-	-	3.9	3.8	3.9	3.6	
9	STIMULATES INTEREST	4.0	3.6	3.6	3.6	-	-	3.6	3.7	3.6	3.8	
10	EXPLAINS DIFFICULT MATERIAL	4.0	3.7	3.7	3.6	-	-	3.7	3.6	3.9	3.6	
11	CONCERNED ABOUT LEARNING	4.0	3.8	3.8	3.8	-	-	3.8	3.9	3.8	4.0	
12	WILLING TO ANSWER QUESTIONS	3.5	3.7	3.7	3.7	-	-	3.7	3.6	3.8	3.6	
13	GAINED GREATER UNDERSTANDING	3.8	3.8	3.8	3.8	-	-	3.8	3.7	3.9	3.7	
14	ACCOMPLISHED CLASS PURPOSES	3.8	3.7	3.7	3.6	-	-	3.6	3.8	3.6	3.9	
15	RATING OF INSTRUCTOR	3.8	3.7	3.7	3.6	-	-	3.6	3.8	3.6	3.9	

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LOUISIANA TECH UNIVERSITY

STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts

DEPARTMENT: Literature and Language

SEMESTER: WINTER 2017-2018

Table with columns for course information (ENGL421 V84), instructor (LEVIN SCOTT ANTHONY), and various average metrics (INSTR AVG, GPA, etc.)

COMPARATIVE PERFORMANCE

Table comparing performance across various criteria like 'APPROPRIATE EXAMINATIONS', 'ORGANIZED PRESENTATIONS', etc., with columns for instructor, dept, college, and course averages.

DOCID=LA 14MAR18

LOUISIANA TECH UNIVERSITY

STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts

DEPARTMENT: Literature and Language

SEMESTER: WINTER 2017-2018

Table with columns for course information (ENGL211 002), instructor (LEVIN SCOTT ANTHONY), and various average metrics (INSTR AVG, GPA, etc.)

COMPARATIVE PERFORMANCE

Table comparing performance across various criteria like 'APPROPRIATE EXAMINATIONS', 'ORGANIZED PRESENTATIONS', etc., with columns for instructor, dept, college, and course averages.

NOTE: This is for the Fall quarter, not the Winter. These were not sent out as scheduled due to a bug in the code. Below are comments submitted as part of the online evaluation for Fall 2017

(ENGL-211-003)

I really enjoyed Dr. Levin's lecture. His passion for literature is contagious.

Dr. Levin is an amazing teacher and is efficient in helping students not only learn the material, but enjoy the lessons as they come. I recommend him to any of my friends that need this class.

(ENGL-211-004)

--

Dr. Levin is a brilliant professor. He teaches his students in away that makes them learn. I have enjoyed learning about British literature from him.

--

I hate English and this ended up being my favorite course this quarter. Thank you

(ENGL-307-001)

In terms of weaknesses, I would say that sometimes it felt as if the class discussion did not stay on track with the actual material we were covering. I felt that the way in which you presented the material could have been more organized. Furthermore, though we covered notable literary theories and criticism (such as New Criticism, Feminist, Post-colonial, etc.), we could have spent more time on these movements in terms of how they emerged and the major players in each beyond the individuals we read.

In terms of strengths, I liked that we were only required to write two 4-5 page papers, rather than one pig paper at the end of the quarter. I also liked that you allowed us to give presentations, since that gave us another opportunity by which to raise our grade in a class already dealing with somewhat difficult material. Overall all, good job!

--

I think the greatest strength of the class is that it is discussion based. This is a necessity considering the material that we worked with throughout the quarter. You said in the beginning the work would be difficult and that was true, for the most part. However, you helped alleviate the difficulty by being both entertaining as well as providing thoughtful discussion in class and I'm grateful for that. You also said at the beginning of the quarter that it will be worth it and you were right. I am now a more critical thinker because of this course and it was an enjoyable journey to get to this point.

(HNRS-203-H02)

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I loved this class and the teacher's enthusiasm was very apparent! Although I did not participate much in class discussions, this class truly made me think. I would consider the subjects outside of the classroom, and I even engaged in intellectual discussions about them with my friends and family. I wish every freshman could take a class like this during their first year as a college student!

--

Dr. Levin has stimulated an interest in English/History/Thought that I didn't think I would ever have. His open forum style of teaching allows for the exploration of ideas while also shifting the speaker from himself to other students. Let's face it, no matter how beautiful a face a person has, constantly watching and listening to the same mouth day after day for the entire class gets boring. Excellent teacher, learned a lot.

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Dr. Levin's class challenged me more than any other class ever has. I feel like a stronger thinker and reader after taking this class.