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**PROFESSIONAL SUMMARY**

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*Talented, creative English Literature and Writing Instructor with complementary experience teaching computer and word-processing courses. Demonstrated effectiveness teaching both university-level and remedial classes for students of all ages and socioeconomic backgrounds. Strong proofreading and editing skills for grading papers.*

*Follow the doctrine that students have individual learning patterns, and the first step to teaching is understanding these differences and creating a nonjudgmental, nonthreatening environment to deliver comprehensive curricula encompassing all ethnicities, cultures, and backgrounds represented in the classroom.*

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**TEACHING EXPERIENCE**

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**Writing Tutor**

**Anglican University**

**1/02 – present**

Conduct one-on-one tutoring sessions with adult education students of ethnically and socioeconomically diverse backgrounds, including at-risk students, ESL students, and students with learning disabilities. Teach students effective developmental writing to improve their gradepoint average and help them pass required courses including *English, World Literature, Writing, Philosophy, and Women's Studies*.

- ❑ Earn continual praise from program director, who typically assigns me the more challenging students, such as those suffering from developmental disabilities, lack of English language literacy, or lack of motivation.
- ❑ Handle more than double the workload of other writing tutors. 80% of students return for additional help in other subjects, asking specifically for my assistance.
- ❑ Improve students' study habits and increase motivation by creating quick-reference sheets that target typical grammar/composition issues and offer correct execution with easy-to-follow examples.
- ❑ Introduce pre-writing activities such as brainstorming, question-answer dialogues, and word association to alleviate anxieties, build student-teacher relationships, and inspire fresh ideas for writing topics.
- ❑ Develop students' computer and word-processing skills to facilitate the writing and formatting process.

**English Instructor**

**North Bay Community College**

**6/97 – 6/01**

Taught college-level *English, Reading, Writing, and Composition* to classes of 15–20 students. Selected culturally diverse essays and articles from the assigned anthology to reflect the diversity of the class. Organized group exercises, such as peer reviews, to illustrate the value of teamwork.

- ❑ Spearheaded integration of computer usage into curriculum, enhancing students' effectiveness, speed, and accuracy during the revision process. Advocated use of MS Word and other word processing tools.
- ❑ Utilized humor as a daily component of teaching to keep students alert and involved: read tasteful jokes at the beginning of class, incorporated humorous quotations into writing exercises, and invited students to add a touch of humor to their essays to stimulate readers' interest.
- ❑ Elevated enthusiasm for writing as a recursive process by allowing ample time for students to prewrite, draft, and revise papers and see the effects of a rigorous revision practice.

**Computer Instructor**

**Seabreeze School**

**8/94 – 6/95**

Taught computer courses to elementary and middle school students. Researched, purchased, and learned educational software including ClarisWorks, Word, Inspiration, HyperCard, Print Shop Deluxe, and MacPaint.

- ❑ Assigned individual software aids to each student to supply a challenge and elicit immediate progress.
- ❑ Helped students design their literary magazine by offering counsel on writing selections, column titles, potential topics, and graphics. Presented contemporary journals, newspapers, and magazines as models.
- ❑ Advised middle school students on designing their 30-page yearbook. Paired up students with similar interests, coordinated selection and placement of photos, and handled publishing issues.
- ❑ Served as in-house technical expert to advise director. Purchased, installed, and previewed all software.

