**JESSICA L. HARNISCH**

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**EDUCATION**

**Northern Arizona University Flagstaff, AZ**

 Master of Arts Degree in English – Literacy, Technology, and Professional Writing Achieved December 2009 GPA 3.90

**California State University Long Beach, CA**

 Single Subject Teaching Credential in English achieved January 2006 GPA 3.79

**The University of Arizona Tucson, AZ**  Bachelor of Arts Degree achieved May 2003, Magna Cum Laude GPA 3.79

Major: History Minor: English

**CERTIFICATIONS**

 Applying the Quality Matters Rubric – January 2017

 Quality Matters Peer Reviewer - March 2019

**HIGHER EDUCATION INSTRUCTOR EXPERIENCE**

**Instructor in the Writers’ Studio**

***Arizona State University January 2017-Present***

Utilize Blackboard and Canvas to facilitate Writers’ Studio first year composition curriculum including: multi-modal approaches, writing to a specific audience, narrowing a topic, academic research and application, creating and maintaining digital portfolio, and reflecting on learning and transfer of skills.

 Create and maintain course announcements to supplement course materials using a multi- modal approach including images and videos. Facilitating student learning using WPA outcomes, reflections, and Habits of Mind.

 Maintain course presence by holding weekly Google Hangout office hours, posting in weekly discussion forum, and e-mail.

 Coordinate course expectations and grading with Writing Mentor. Hold weekly meetings to guide and mentor Writing Mentor.

 Hold Writing Workshops via Google Hangouts and Zoom to help students revise multi-modal projects.

**Adjunct Faculty for Online English Composition Courses**

***Central Arizona College* *August 2013-Present***

Utilize Blackboard to create, design, and implement online composition courses for the English program using Quality Matters standards.

 Analyze course objectives and create curriculum, screencasts, PowerPoint presentations, assessments, rubrics, activities, and readings that align to set objectives. Interact with students virtually using Blackboard IM, YouTube and Skype to facilitate connection in the online classroom.

Develop student assignments matching WPA standards for various contexts, mediums, and audiences using several forms of media and technology.

 Provide students with video feedback, written comments, and a positive learning environment.

 Present workshop at adjunct in-service Fall 2016: “Creating Connection: Best Practices in Online Teaching.”

 Provide guidance on using contract grading in online writing courses to depatment head.

**Online Adjunct Faculty for English Composition and History Courses**

***Independence University November 2013-November 2016***

***May 2010-September 2011***

Facilitate online courses: Composition I, Composition II, Business Writing, American

Civilzation, and United States History Since the Civil War using Angel, eCollege, and

Canvas platforms.

 Create, deliver, and record one-hour online live lecture using Elluminate Live! and Zoom.

 Provide feedback to students within 48 hours of submission.

 Respond to 100% of student initial discussion posts.

 Creating and mainintain positive learning environment for non-traditional students.

 Establish and maintain student satisfaction scores above department average at an average of 92%.

 Rewrote curriculum for all History 300: United States History Since the Civil War courses using established course objectives.

 Responsible for choosing Online Education Resource (OER) textbook.

 Aligned all assignments, discussions, quizzes, and assessments to objectives and new textbook.

 Serve on Scholarship Committee Evaluating scholarship applications for incoming students.

Complete yearly requirement of 24 hours of professional development.

**Online English Faculty**

***Argosy University March 2011-September 2016***

Facilitate English Composition and American Literature writing courses with a set

curriculum.

 Establish and maintain rapport and meaningful relationships with a varied student population. Leveraging eCollege, TurnItIn, and multimedia screen captures, to communicate virtually with students.

Actively facilitate classroom discussions by responding to 100% of student posts.

 Grading submitted work within 48 hours and responding to e-mails, phone calls, and discussion boards within 24 hours.

 Providing meaningful and specific feedback on student submissions.

Meet institution requirements for twelve hours professional development.

**Adjunct Faculty for Literature and Composition Courses**

***Brown Mackie College* *August 2012-August 2013***

Create and implement daily lessons for on-ground English courses including Introduction

to Literature, Effective Public Speaking, and Composition I and II courses.

 Design classroom activities, assignments, quizzes, exams, and discussions to course objectives and desired outcomes.

 Evaluate student performance and provide effective feedback.

 Maintain a positive relationship with students and promote life-long learning.

 Integrate technology and e-text into the classroom.

**Adjunct Faculty and Teaching Assistant**

***Ashford University March 2012-November 2012***

***September 2009-June 2010***

Online adjunct instructor for English Composition I, Composition II and Introduction to Literature courses. Teacher assistant for English Composition I, English Composition II, and Introduction to Literature.

 Ensuring student comprehension and analysis of reading materials at the college level.

 Facilitating students’ critical thinking skills in online discussions and via telephone discussions.

 Providing critical feedback on written assignments to improve student writing.

**HIGH SCHOOL TEACHING EXPERIENCE**

**High School History and English Teacher**

***Glendale Union School District July 2006-May 2009***

***Long Beach Unified School District January 2005-June 2006***

Teaching English and history courses to a variety of students at various academic levels.

 Developed and implemented lesson plans based on curriculum and state and district standards, facilitated effective classroom management, providing students with appropriate academic feedback, recording grades, and communicating with students and their parents.

 Organized a Holocaust survivor to speak in a group setting to over 600 students.

**PRESENTATIONS**

 “Designing Your Content” Online Writing Instructor Symposium September 2021

“Beyond the screen: how locally-specific pedagogy can redefine the online

classroom”. Arizona State University Composition Conference 2018.

 “Creating Connection: Best Practices for Online Teaching” presented at the all-adjunct faculty meeting August 2016.

**PUBLICATIONS**

 *Teaching at the Intersection of Cognition and Writing* edited by J. Michael Rifenburg, Patricia Portanova, and Duane Roen. “Cognition and Community: Using the Habits of Mind to Engage Students in Community-Based Writing”. Pending Publication 2021 Parlor Press.

**HIGHER EDUCATION LEADERSHIP**

 Member of summer working group to assess, evaluate, and revise usability of English courses across all Writers’ Studio courses including ENG 101, 102, and 105 – Summer 2021.

 Member of Arizona Consortium of Quality Matters since 2020.

 Member of Instructor Equity group since 2020.

 Member of Committee on Diversity, Equity, Inclusion, and Social Justice meetings to implement skills in online course materials and interactions with students since 2020.

 Proposed new degree program for the College of Science and Integrated Arts in Online Writing Instruction – Fall 2019.

 Assisted with pilot program to bring non-racist labor grading to Writer’s Studio courses - Summer 2019.

 Volunteer on summer committee to assess and revise the first half of ENG 102

curriculum – Summer 2019.

 Volunteered and created new course content on design features for the first major writing assignment of all English 102 courses in Writers’ Studio – Summer 2018.

**COMMUNITY SERVICE**

 Grant writer for The Amy Van Dyken Foundation – a non-profit organization dedicated to improving the lives of those with spinal cord injuries.

 Owner of Blue Dune Studio – a photography company specializing in fine art, underwater portraits.

 Volunteer photographer with The Littlest Heroes Project – a non-profit organization that takes free family photographs for children with chronic illnesses.

 Volunteer photographer for Volunteer Non-Profit Service Association (VNSA) – a non-profit organization committed to promoting literacy in the greater Phoenix area.

**AWARDS**

 Achieved the highest student scores in Glendale Union High School District on district-wide testing for English and History for the 2007 academic year.

 The Allan Beigel Memorial Scholarship for excellence in history.

 The William DeLong Memorial Scholarship for academic and character achievement.