Tracy E Sieglaff

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**CURRICULUM VITAE**

**Education**:

 Mount Mary University, Milwaukee, WI

Master of Arts in English/Writing, December 2008

 Master of Arts in English Education, May 2007

 Bachelor of Arts, May 2002

 Major: Psychology/Behavioral Science

 Major: English

**Overview of College Teaching Experiences**:

 **Landmark College, Online, August 2023 to Present**

Courses taught: CRW1011

 **Chamberlain University, Online, March 2021 to Present**

 Courses taught: ENG 148

 **Georgia Military College, Online, January 2021 to Present**

 Courses taught: ENG 102, ENG 101

**Arizona State University, Writer’s Studio Online, January 2021 to Present**

 Courses taught: ENG 101, ENG 102

**Estrella Mountain Community College, Avondale, AZ, August 2011 to Present\***

 Courses taught: ENG 081, ENG 091, ENG 101, ENG 102, ENH 291, ENH 295,

CRW 150, CRW 160, CRW 120

 ***\*OYO (temp full-time position) August 2018 – May 2020***

 **Colorado Community Colleges Online, Denver, CO, January 2012 to May 2017\***

 Courses taught: ENG 122, LIT 115, LIT 202, LIT 201, LIT 255

 \*Promoted to Lead Instructor May 2016

 **University of Phoenix, Phoenix, AZ, May 2008 to April 2020**

 Courses taught: COM 150, COM 155, COM 156, ENG 100, ENG 200/220

 **Southern New Hampshire University, Online, April 2017 to Present**

 Course taught: LIT 322, LIT 315, LIT 201, LIT 202, LIT 300, LIT 100, LIT 314

 **Grand Canyon University, Phoenix, AZ, August 2017 to May 2018**

 Course taught: ENG 105

 **Arizona State University, Downtown Phoenix, AZ, August 2017 to May 2018**

 Courses taught: ENG 105

 **Everest University Online, Brandon, FL, March 2014 to April 2015**

 Courses taught: ENG 1102

**Teaching Detailed Experiences:**

Introduction to Creative Writing CRW 1011: Students in this course begin to develop skills in generating creative writing. Emphasis in the class is placed on genre experimentation, generating strategies, revision strategies, and readings in all genres, which could include fiction, poetry, drama, creative nonfiction, and children’s literature. Emphasis on the elements of fiction and poetry prepares students for more advanced creative writing classes.

***Landmark College, Online, August 2023 to Present***

Advanced English Composition ENG 148: Course builds on the conventions and

techniques of composition though critical reading requirements and longer, more sophisticated reports, including a documented library research paper. Assignments require revising and editing for an intended audience. Students are also taught search strategies for accessing a variety of print and electronic resources.

***Chamberlain University, Online, March 2021 to Present***

ENG 101: An introduction to writing and reading expository prose. Focuses on unity,

coherence, emphasis, organization, correctness of grammar and punctuation, editing, and proofreading.

ENG 102: A continuation of ENG 101, as well as an introduction to literature and the

research paper.

 ***Georgia Military College, Online, January 2021 to Present***

ENG 101: Introduces students to college-level composing skills and strategies, allowing

students to discover and practice the habits and skills successful composers routinely employ. This course aims to increase students' abilities to develop ideas, express ideas effectively, and engage different literacies. It gives special attention to metacognitive reflection and skill transfer. Critical reading of selected texts helps students to understand the rhetorical process, to analyze audience and its cultural contexts, and to foresee the audience's response. During the semester, students will work on multimodal projects including a capstone digital portfolio.

 ENG 102: Introduces students to college-level writing.  This course aims to increase

students' ability to develop ideas, express ideas effectively, and engage different literacies.  It gives special attention to expository and persuasive writing.  Critical reading of articles, speeches, and other non-literary texts help students understand the rhetorical process, analyze audience and its cultural contexts, and foresee the audience's response.  During the semester, students will complete two major multimodal projects.  Students will also work on the capstone project—a digital portfolio—throughout the semester.

**Arizona State University, January 2021 to Present**

 ENG 081: Emphasis on preparation for college-level composition with a

 focus on foundational skills. Establishing effective writing strategies through

 six or more writing projects comprising of at least 1500 words in total.

 ENG 091: Preparation for college-level composition with a focus on

 organizational skills. Developing effective writing strategies through five or more writing projects comprising at least 2000 words in total.

 ENG 101: Emphasis on rhetoric and composition with a focus on

 expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

 ENG 102: Emphasis on rhetoric and composition with a focus on

 persuasive, research-based writing and understanding writing as a process.

 Developing advanced college-level writing strategies through three or more

 writing projects comprising of at least 4,000 words in total.

 ENH 291 Children’s Literature: Review of folk and modern literature from a variety

of world cultures, including application of literary criteria to folk and modern literature for children.

 ENH 295 Banned Books: History, motivations, and effects of censorship in a democratic

society. Censorship and book banning as a method of silencing diverse voices. Critical analysis of banned or challenged literature for children and adult.

 CRW 150 Introduction to Creative Writing: Introduction to the basic aesthetics and

techniques in contemporary creative writing within a variety of genres. Introduction to the analytical concepts and terminology necessary to understand, interpret, and enact contemporary creative writing. Facilitation of writing practices and evaluation. Introduction to literature's role in society.

 CRW 160 Introduction to Poetry Writing: Prewriting (invention and discovery); writing;

analyzing and evaluating (in workshop); and revising to practice manipulating various elements of poetry, critique one's own and the poetry of others, and produce a portfolio of finished, marketable poems.

 CRW 120 Introduction to Writing Children’s Literature: Overview of writing children`s

literature. Emphasis on genres and standards for quality. Development of techniques in reading, evaluating, writing, revising, and editing literature written for children

 ***Estrella Mountain Community College, Avondale AZ, August 2011 to Present***

Curriculum Design: LIT 322 Popular and Contemporary Fiction. Completed an entire

revamp of curriculum for this course to bring it current with novels and also adjust the momentum of the course overall and assignments specifically. Located and incorporated new novels, new articles and videos to cover genre content and new assignment/discussion instructions and rubrics.

**Southern New Hampshire University Online, January 2024 to March 2024**

Online Instructor:

LIT 314 American Realism/Naturalism. While the authors and texts

studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnutt, London Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.

LIT 322 Popular and Contemporary Fiction. The course examines

today's popular and contemporary fiction. It asks students to think about what makes a book a best seller and why it is that literature sells millions of copies. The course focuses on current and past best sellers and introduces students to a variety of literary sub-genres (true crime, memoir, road novel, extreme adventure, western, roots quest). It also supports students in understanding how to actively engage in discussions, as well as write both analysis and research-based papers, incorporating APA guidelines.

LIT 315 Twentieth Century American Literature and Beyond. The course explores literature by major American writers, from the early 20th century to the present. Students read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. Students proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

LIT 201 World Literature I. This course explores both early European (classical and medieval) cultures as well as the great non-European cultures of Asia, Africa and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, and views of nature or focus on an important common genre, such as epic or lyric poetry.

LIT 202 World Literature II. This course introduces students to major works of world literature in translation, excluding the American and British traditions, from the late 1600s to the present. It includes African, Asian, European, Latin American and Middle Eastern literature, with an emphasis on the European. Students will read authors such as Pirandello, Chekhov, Tolstoy, Flaubert, Mahfouz, and Kafka.

LIT 300 Literary Theory. This course is an introduction to the major schools of contemporary critical theory, and an examination of principal exponents of these theories. The student will become familiar with the most important features of psychoanalytic criticism, Marxism, and feminism and examine the meaning of structuralism and poststructuralism. In addition, the course affords an opportunity to practice applying the theories to specific literary texts.

LIT100 Introduction to Literature. This course introduces students to the study and appreciation of literature. It explores the literary genres of fiction, poetry, and drama. There is an option for nonfiction prose as well. The course covers an introduction to literary terminology and an introduction to critical analysis of literature.

**Southern New Hampshire University Online, April 2017 to Present**

 ENG 122: Teach online courses of English Composition II. Working with a

 research-based curriculum, I step students through the process of research writing: they learn how to use the databases, how to find credible resources, how to devise a strong thesis statement, how to gleam appropriate information from sources and properly paraphrase and summarize and integrate quoted material, and how to format according to MLA guidelines.

 LIT 115: Teach online course of Intro to Literature. Work with students to read

 pieces, complete discussions, and write papers that focus on the various aspects of literature, including poetry, prose, and drama.

 LIT 201: Teach online course of World Literature up to 1600. Examines significant

 writings in literature from early Egyptian period through the 16th Century. Work with students in reading and discussing a variety of pieces, exploring similarities and differences between cultural beliefs; examining connections to modern day; writing reactionary exams; and creating a substantial final course paper, utilizing MLA formatting.

 LIT 202: Teach online course of World Literature after 1600. Examines significant

 writings in literature from the seventeenth century to the present. Work with students to read a variety of pieces, complete in-depth discussions on various questions pertaining to the readings and also to literary forms and genres, and write papers and portfolio submissions, all following MLA format.

 LIT 255: Teach online course of Children’s Literature. Evaluates the criteria for

selecting appropriate literature for children through exploration of genres, age levels, and values taught through literature, and the literary and artistic quality of various texts. Students are guided through weekly discussions, and projects include a lesson plan or story telling activity, a banned book essay, and a large course annotated bibliography.

 ***Colorado Community Colleges Online, January 2012 to May 2017***

 Facilitator: Teach online courses of Effective Essay Writing and Composition and

 Communication; in the forum I interact with students, keeping them on track in the writing of the final course paper, guided discussions and asked questions for reflection, made comments on assignments, and provided weekly feedback reports with grade updates. Students are guided and supported in the gathering of credible research, APA formatting, and research writing.

***University of Phoenix, Phoenix, AZ, May, 2008 to April 2020***

Adjunct Instructor: Teach English Composition I. This is a writing-intensive course

in writing academic prose, including various types of essays, arguments, and constructions. Students are given support in learning how to develop a five-paragraph essay of a rhetorical analysis, a review, and a persuasive writing piece. Students are also working with and learning APA formatting.

**Grand Canyon University, August 2017 to May 2018**

Faculty Associate: Teach Advanced English Composition. English 105 is an

intensive, one‐semester writing course that folds the work of our two semester sequence into one. The course emphasizes that research is not merely mechanical or abstract: it contributes to the goals of the entire course. That is, rather than emphasizing the mere ability to find evidence to support a given argument, the course emphasizes the ability to judge the merit and appropriateness of that evidence, to weigh different pieces of evidence against one another and to engage in intellectual dialogue with the authorities represented by that evidence.

**Arizona State University, August 2017 to May 2018**

Instructor: Teach online courses of English Composition II. Work with students in

 effective essay writing, establishing strong thesis development and working with APA formatting, and learn the importance of credible sources to support research writing. Students write a narrative essay, observation essay, persuasive essay and a cause/effect essay.

 ***Everest University Online, March 2014 to April 2015***

**Additional Teaching Experience**

 Junior High Teacher

 ***Blessed Savior Catholic School, Milwaukee, WI, Feb 2007 to Aug 2011***

 Working with Student Teachers: This was a one-week intensive training course,

taken through Mount Mary College, meant to prepare teachers and school staff to work with student teachers, both in supporting them, providing feedback, and helping them to be successful in their teaching endeavors.

***Mount Mary College, Milwaukee, WI, Summer 2007***

 High School English Teacher: American Lit, Creative Writing, Themes & Issues

 Best Buddies Advisor

 ***Nicolet High School, Glendale, WI, 2006-2007***

 High School English Teacher: English 9, Writing for Publication, Humanities

 ***Sheboygan North High School, Sheboygan, WI, 2005-2006***

 6-Traits Writing: How to Appropriately Teach them to Students: Training workshop

given to staff of an urban parochial K-8 staff to help prepare to teach the 6-Traits of Writing.

 ***Mary Queen of Martyrs, Milwaukee, WI, August 2005***

 Junior High Teacher: English, reading, social studies/behaviorial sciences

 ***Mary Queen of Martyrs, Milwaukee, WI, 2002-2006***

Remedial English

 ***Arrowhead High School, Hartford, WI, summer 2004***

**Teaching Interests**:

Utopian/Dystopian Societies in Literature

Impact of Gender on Student Learning

Women’s Studies

Victorian stories of the Supernatural; Mystery stories;

Women’s Impact on Historical Events

American Studies

**Recommendations**:

Available upon request