

# Jacqueline Brady

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**Qualifications:** Twelve years' experience teaching college composition courses. Familiarity in teaching second-language, developmental, and advanced writers in addition to traditional students. Experience teaching computer-mediated, hybrid, online, and technology-enhanced courses. Educational history spanning English Department sub-disciplines including literature, film studies, linguistics, rhetoric, composition, and TESOL.

## Education

- May 2009**      **Arizona State University**      **Tempe, AZ**  
*MTESOL – Master of Teaching English to Speakers of Other Languages*  
Applied Project: “Considerations in Curriculum Design: Implementing an EAP Course for International Graduate Students”
- May 2005**      **Northern Illinois University**      **DeKalb, IL**  
*M.A. in English – Film and Literature Emphasis*  
Passed the Comprehensive Examination with distinction
- May 2003**      **Northern Illinois University**      **DeKalb, IL**  
*B.A. in English – Minor in Psychology*  
Graduated magna cum laude

## Teaching Experience (Rhetoric and Composition)

### Instructor

- August 2013 – Present**      **Arizona State University**      **Tempe, AZ**  
*Stretch First-Year Composition (WAC 101) – one section*  
*Stretch First-Year Composition for ESL Students (WAC 107) – seven sections*  
*First-Year Composition II (ENG 102) – one section*  
*First-Year Composition I for ESL Students (ENG 107) – seven sections*  
*First-Year Composition II for ESL Students (ENG 108) – six sections*  
*Writing about Literature (ENG 218) – one online section*  
*Academic Writing for International Graduate Students (ENG 594) – one section*

### Faculty Associate

- August 2012 – August 2013**      **Arizona State University**      **Tempe, AZ**  
*Stretch First-Year Composition for ESL Students (WAC 107) – three sections*  
*First-Year Composition I for ESL Students (ENG 107) – five sections*  
*First-Year Composition II for ESL Students (ENG 108) – three sections*

### English Faculty

- January 2012 – July 2012**      **South Mountain Community College**      **Phoenix, AZ**  
*Basic Writing Skills (ENG 081) – two sections*  
*Fundamentals of Writing (ENG 091) – three sections*  
*First-Year Composition II (ENG 102) – one section*  
*ESL First-Year Composition II (ENG 108) – one section*

### Instructor

- August 2010 – December 2011**      **Arizona State University**      **Tempe, AZ**  
*Stretch (Developmental) First-Year Composition for ESL Students (WAC 107) – eight sections*  
*First-Year Composition II (ENG 102) – two sections taught in traditional and online winter session formats*  
*Stretch First-Year Composition I for ESL Students (ENG 107) – four sections*

*First-Year Composition II for ESL Students (ENG 108) – three sections*  
*Writing Reflective Essays (ENG 217) – two sections taught in traditional and online formats*

**Faculty Associate**

**Summer 2010 and Summer 2011 American English and Culture Program Tempe, AZ**  
*Intermediate Reading and Writing II (AEC 71) – one section*

This course presents students with mid-length academic articles for improving comprehension skills and asks them to write multi-paragraph compositions in a number of academic styles.

*Advanced Reading and Writing I (AEC 81) – one section*

This course begins to prepare students for university-level research writing while simultaneously introducing academic reading texts.

**Faculty Associate**

**August 2009 – May 2010 and summer 2012 Arizona State University Tempe, AZ**  
*Stretch (Developmental) First-Year Composition for ESL Students (WAC 107) – one section*

*First-Year Composition II (ENG 102) – one section*

*First-Year Composition I for ESL Students (ENG 107) – five sections*

*First-Year Composition II for ESL Students (ENG 108) – two sections*

*Writing for the Professions (ENG 301) – one section taught in a hybrid format*

**Teaching Associate**

**August 2005 – May 2009 Arizona State University Tempe, AZ**  
*Stretch (Developmental) First-Year Composition for ESL Students (WAC 107) – one section*

*First-Year Composition I (ENG 101) – three sections*

*First-Year Composition II (ENG 102) – two sections*

*Advanced First-Year Composition (ENG 105) – five sections taught in both traditional and online formats*

*Stretch First-Year Composition I for ESL Students (ENG 107) – two sections*

*Persuasive Writing on Public Issues (ENG 216) – one section*

*Writing Reflective Essays (ENG 217) – two sections*

**Teaching Assistant**

**August 2003 – May 2005 Northern Illinois University DeKalb, IL**  
*Rhetoric and Composition I (ENGL 103) – three sections, equivalent to ENG 101*

This course introduces first-year composition students to different genres of writing by asking them to write for a variety of audiences and purposes.

*Rhetoric and Composition II (ENGL 104) – two sections, equivalent to ENG 102*

As a continuation of the work typically done in English 103, this course focuses more heavily upon academic research writing.

**Additional Teaching Experience**

**Faculty Associate**

**Summer 2010 and 2011 American English and Culture Program Tempe, AZ**  
*Basic Listening and Speaking II (AEC 50) – one section*

This course for basic English-language learners focuses on pronunciation, simple sentence structure, and vocabulary.

*Intermediate Listening and Speaking I (AEC 60) – one section*

This course builds on basic listening and speaking skills by introducing new vocabulary, focusing on comprehension of formal and informal speech, and requiring speeches of 3-5 minutes in length.

**Writing Center Tutor**

**August 2011 – December 2011 South Mountain Community College Phoenix, AZ**

In this position, I assisted a diverse student population with their writing tasks for a variety of college courses. I also earned my College Reading and Learning Association's Tutor Certificate.

**Volunteer EFL Instructor**

**January 2008 – February 2008**      **Espaanglich Language School**      **Trujillo, Peru**  
This position supported a grassroots language school that serves the disadvantaged communities in and around Trujillo at a low cost to students. As a volunteer, I taught English I, English II, English Conversation, and English for Children.

**English as a Second Language Center Tutor**

**January 2005 – May 2005**      **Northern Illinois University**      **DeKalb, IL**  
This position gave me the experience of tutoring individual ESL students in order to help them meet the demands of an American university curriculum. Sessions focused on the student's needs and incorporated the four skills of speaking, writing, listening, and reading comprehension.

**Professional Development**

**January 2015 - Present**      **Second-Language Writing Tutors Internship**      **Tempe, AZ**  
*Mentor*  
I serve as a mentor to a second-language writing tutor placed in one of my ENG 107 sections.

**May 2013 - Present**      **Writing Programs' Digication Pilot**      **Tempe, AZ**  
*Pilot Participant*  
I attended training sessions to learn about Digication's features, contributed to focus groups regarding the software's implementation, served on a committee addressing adoption in the English Department, and utilized the software with my students in WAC 107, ENG 107, ENG 108, ENG 218, and ENG 594.

**November 2014**      **Symposium on Second-Language Writing**      **Tempe, AZ**  
*Session Chair and Conference Attendee*  
I attended this conference, chaired a session, and volunteered in various organizational capacities.

**February 2014**      **Arizona State University Composition Conference**      **Tempe, AZ**  
*Conference Presenter*  
I attended this conference and presented "Designing English 594: Academic Writing for International Graduate Students."

**March 2013**      **Arizona State University Composition Conference**      **Tempe, AZ**  
*Conference Attendee*  
I attended this conference's keynote address, "Networking and Collaboration: 'Pushing the Envelope' of Professional Development."

**May 2012**      **MCLI Teaching and Learning with Technology Conference**      **Mesa, AZ**  
*Conference Presenter*  
"Students in the Blogosphere: Using WordPress in the Classroom."

**April 2012**      **SMCC Achieving a College Education (ACE) Program**      **Phoenix, AZ**  
*Essay Assessor*  
In this volunteer activity, I assisted South Mountain Community College's ACE Program in assessing student essays for accurate placement of incoming students in English courses.

**March 2010**      **TESOL Convention**      **Boston, MA**  
*Convention Attendee*  
As a first year TESOL Convention attendee, I observed a number of presentations by leading scholars in the fields of second-language teaching and writing.

**January 2010**      **Bedford/St. Martin's Publishing Company**      **Phoenix, AZ**  
*Portfolio Assessor*  
This position was fulfilled in just a few days, as I assisted Bedford/St. Martin's with a study regarding the assessment of student portfolios.

**April 2005**      **Midwestern Conference on Literature, Language, and Media**      **DeKalb, IL**  
*Conference Presenter*

“The Virus of Postmodern Culture in Palahniuk’s Novels.”

*Conference Presenter*

“The Reel *Fight Club* and Its Relationship to the Real *Fight Club*.”

**October 2004**      **Midwest Popular Culture Association Conference**      **Cleveland, OH**  
*Conference Presenter*

“Almereyda's *Hamlet*: Mirrors, Metacinema, Movie Magic.”

**April 2004**      **Midwestern Conference on Literature, Language, and Media**      **DeKalb, IL**  
*Conference Presenter*

“From Ancient Rome to Contemporary Society: Themes of Violence in Shakespeare's *Titus Andronicus* and Taymor's *Titus*.”

*Panel Moderator*

I moderated the panel focused on “Identity and Gender in Film.”

**August 2003 – May 2005**      **“First Friday” Professional Development Seminars**      **DeKalb, IL**  
*Participant*

I participated in monthly professional development seminars while teaching at Northern Illinois University.

**Summer 2004**      **Graduate Student Mentoring Program**      **DeKalb, IL**  
*Developer*

I helped develop a program pairing incoming graduate students with peer mentors.

### **Professional Memberships**

National Council of Teachers of English  
Teachers of English to Speakers of Other Languages

### **Rhetoric, Composition, and TESOL-Specific Coursework**

EDU 250 – Teaching and Learning in the Community Colleges  
ENG 552 – Composition Studies (ASU)  
ENG 554 – Rhetorics of Race, Class, and Gender (ASU)  
ENG 594 – TA Seminar (ASU)  
ENG 655 – Disciplinary Discourses (ASU)  
LIN 520 – Second-Language Acquisition Theory (ASU)  
LIN 521 – Methods of Teaching English as a Second Language (ASU)  
LIN 524 – ESL Curriculum Design/Materials Development (ASU)

### **References**

Dr. Paul Matsuda, Professor/Director of Second Language Writing ASU, MTESOL Applied Project Chair  
Contact: 480-965-6356 or [Paul.Matsuda@asu.edu](mailto:Paul.Matsuda@asu.edu)  
Dr. Mark James, Assistant Professor ASU, MTESOL Applied Project Committee Member  
Contact: 480-965-2731 or [Mark.A.James@asu.edu](mailto:Mark.A.James@asu.edu)  
Jim Smith, Division Chair/English Faculty South Mountain Community College  
Contact: 602-243-8285 or [Jim.Smith@southmountaincc.edu](mailto:Jim.Smith@southmountaincc.edu)  
Demetria Baker, Program Manager ASU Writing Programs  
Contact: 480-965-3853 or [dlb@asu.edu](mailto:dlb@asu.edu)