



TEACHING PORTFOLIO

Dr. Rachel M. Bates

Certifications

ELAR 7-12, ESL Supplemental 7-12, GT Certified
State Licensure: Texas and New York

Professional Development and Administrative Experience

Professional Development Demonstrations

The following is a recording of a presentation given at Old Dominion University's 46th Annual Spring Conference on the Teaching of Writing.

[Secondary to Postsecondary Success: Exploring the K-16 Literacy Journey](#)

The video below recreates part of a guest lecture given to education majors in a course titled "Sociocultural Influences on Learning" at the University of Texas in the fall of 2022.

[Sociocultural Influences and the Classroom Guest Lecture](#)

The following Nearpod activity was created for a cultural linguistics course in spring 2022. This professional development session is directed toward teachers teaching in rural, Appalachian spaces.

[Teaching Appalachian Students Intercultural Training Workshop](#)

Teaching Demonstration

The video linked above recreates part of a guest lecture given to education majors in a course titled "Sociocultural Influences on Learning" at the University of Texas in fall 2022.

[Digital Teaching Demonstration](#)

The video linked above is an example of an introductory visual analysis mini lesson used in the University of Kentucky's WRD 110 course.

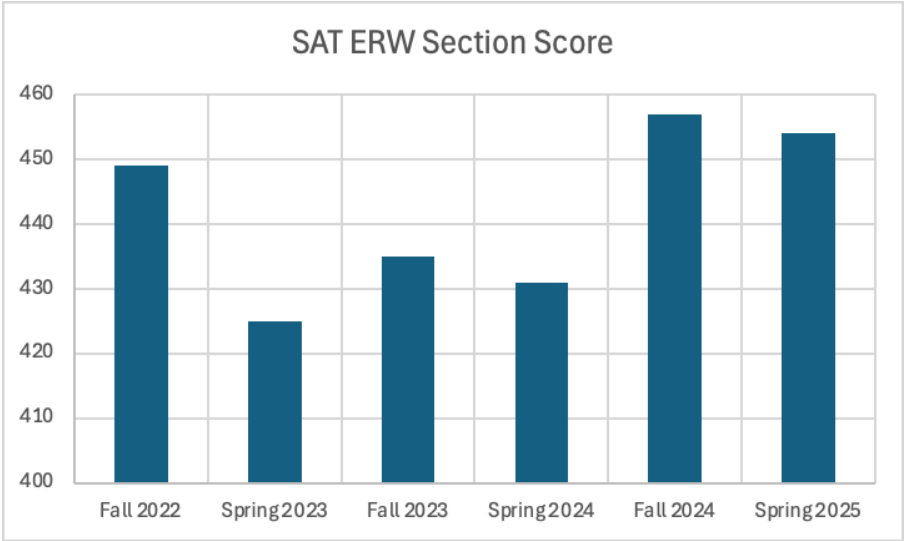
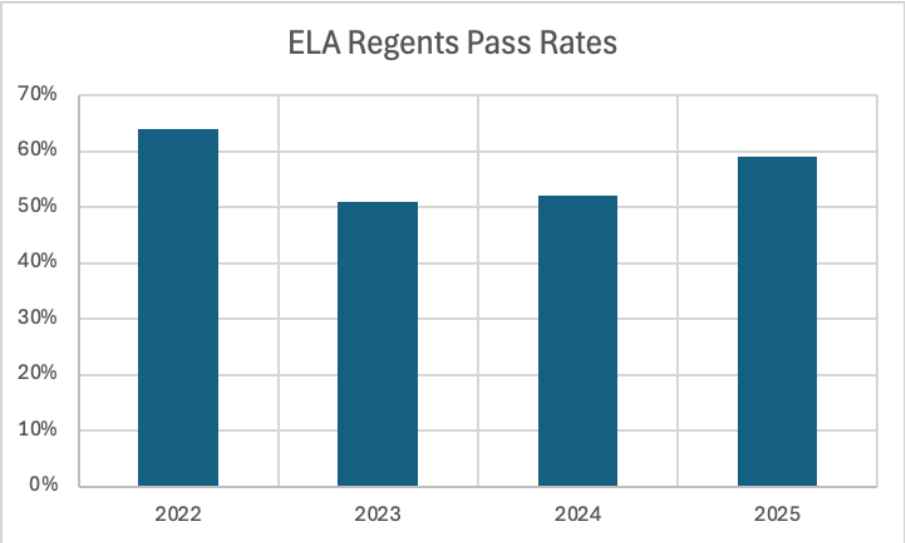
AP District of the Year Video (Brief Interview/Teaching B-Roll)

The following video is a College Board mini doc featuring Katy Independent School District's District of the Year award ceremony and principal, teacher, and student interviews. Though I only appear briefly in the video (0:48-0:56 & 1:08-1:14), the video discusses the district I taught in for three years and the AP opportunities the district provides students. My former student Caren, who is featured in the video, is currently finishing her junior year at Harvard University. (1:14-1:20, 2:25-2:40, and 3:03-3:09).

[AP District of the Year 2019: Katy Independent School District Feature](#)

Northside Charter High School Administrative Experience and Student Data Trends

From **2023-2025**, I worked at Northside Charter High School, an independent public charter school in Brooklyn, NY. My position there included not only teaching two courses, but also leading the English Department. My duties included coaching and observing teachers using the Danielson Framework, hiring and developing talent, modeling exemplar lessons and classroom management strategies, ensuring vertical alignment, preparing teachers in preparing students for the Regents, Advanced Placement, and SAT exams, providing and leading ongoing professional development, contributing to schoolwide decisionmaking, tracking student, teacher, and schoolwide data, among other duties. Below is a select sample of comparative data that speak to my success in that role.



Below are a set of course evaluations for an ENGL 102 course I taught at the University of Tennessee:

ENGL 102 (LEC-037): English Composition II

Spring Sem 2023 | Rachel Bates

23 | Students Enrolled
18 | Students Responded
78.26% | Response Rate

Quantitative

Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable.							N	DNA	SD	M
The instructor contributed to your understanding of course content.	83.33% (15)	16.67% (3)	0% (0)	0% (0)	0% (0)	0% (0)	18	0	0.37	4.83
The instructor created an atmosphere that invited you to seek additional help.	100% (18)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	18	0	0	5
The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable time-frame (i.e., 48-72 hours).	66.67% (12)	33.33% (6)	0% (0)	0% (0)	0% (0)	0% (0)	18	0	0.47	4.67
The instructor created a respectful and positive learning environment.	94.44% (17)	5.56% (1)	0% (0)	0% (0)	0% (0)	0% (0)	18	0	0.23	4.94
The instructor provided useful feedback on course assignments.	88.89% (16)	11.11% (2)	0% (0)	0% (0)	0% (0)	0% (0)	18	0	0.31	4.89
The course challenged you to learn something new.	50% (9)	33.33% (6)	16.67% (3)	0% (0)	0% (0)	0% (0)	18	0	0.75	4.33
The class sessions were well organized.	55.56% (10)	33.33% (6)	11.11% (2)	0% (0)	0% (0)	0% (0)	18	0	0.68	4.44
The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course.	38.89% (7)	33.33% (6)	16.67% (3)	11.11% (2)	0% (0)	0% (0)	18	0	1	4

16-17	18-19	20-21	Under 22 or more	2-3	4-5	6-7	8-9	10-11	12-13	14-15 N	DNA	SD	M
On average, how many hours per week have you spent on this course outside of class meetings (e.g., doing readings, completing assignments, studying for exams, and/or any other related course work)?			22.22% (4)	55.56% (10)	16.67% (3)	5.56% (1)	0% (0)	0% (0)	0% (0)	0% (0)	18	0	-
0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	18	0	-

D	F	Satisfactory/Passing	A No Credit/Not Passing	A- Incomplete	B+ I do not know what my grade will be	B	B-	C+	C	C- N	DNA	SD	M
The grade I expect in this course is:			50% (9)	22.22% (4)	22.22% (4)	5.56% (1)	0% (0)	0% (0)	0% (0)	0% (0)	18	0	0.96
0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	18	0	1.83

	My primary major	My secondary major	My minor/cognate	My graduate certificate (graduate students only)	A general education requirement (undergraduates only)	An Elective	N	DNA	SD	M
In regards to your academic program/major, this course is for:	11.11% (2)	0% (0)	0% (0)	5.56% (1)	83.33% (15)	0% (0)	18	0	-	-

	First-Year undergraduate	Sophomore	Junior	Senior	Graduate	Non-matriculating Student	N	DNA	SD	M
My class/year in school is:	100% (18)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	18	0	-	-

Qualitative

Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)? -
<ul style="list-style-type: none"> amazing teacher! She is the most understanding professor that I've had this far! She also provides the best feedback. - I really enjoyed the teaching style and the class was very relaxed and I felt that Ms. Bates developed a great connection between each student! Ms. Bates was extremely helpful in this course and set each project up very well so we were able to understand what to do. very understanding of students, wonderful instructor 10 out of 10 I didn't notice anything wrong with the class this semester. Ms. Bates was very helpful when anyone had questions. Ms. Bates is a wonderful teacher, she is fully helpful and has an amazing personality. She's extremely kind with her ways of teaching and student feedback. I really appreciate her style of teaching as well, it's really helpful with enhancing all the students writing and interpretation abilities. Rachel Bates is an amazing instructor. She is very nice and extremely helpful when students come to her about inquiries. She is really easy to talk to, and provides amazing feedback on assignments. I really enjoyed being in her class. Ms. Bates is very kind and friendly. The class itself is not very relevant to me or my major and having to balance many other challenging courses with this somewhat easy class, in my opinion, has been a little frustrating because I will not be going any further in English that my major required classes but the instructor is doing a great job providing feedback and overall creates a very happy and welcoming environment. She also is very good at responding quickly to emails and providing feedback on assignments. She also offers extra credit assignments which I REALLY appreciate! Ms. Bates was always super helpful in class and really wanted us to succeed. She never was negative when giving constructive criticism and made sure we understood why things should be the way they are. I think she is a FANTASTIC teacher!
Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)? -
<ul style="list-style-type: none"> The workload is extremely manageable. I find it to be very easy. There honestly could be more assignments in addition to our major papers due. The course is organized very well. The pace was very consistent, and it didn't feel like we were rushing to get to the next major assignment. Overall, this course is great all the way around. N/A

English II Lesson Plan Sample

Model Lesson Lesson Plans

English

Teacher: Bates	Course: 10 th English	Unit: Poetry/Literary Analysis
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<i>Day:</i>	Thursday
<i>Date:</i>	April 15 th
Measurable Learning Goal(s) Aligned to Common Core standards	<p><u>CCSS.ELA-LITERACY.W.9-10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Since ELAR skills are often cyclical and rarely independent, this lesson cycle addresses three learning standards using selected stanzas from Li Young-Lee's poem "Persimmons" and provides students opportunities to show mastery of all three standards. An online learning platform called Nearpod will be used for this lesson, which allows it to be conducted synchronously or asynchronously. When used synchronously, as it will be in this lesson, Nearpod allows students low stakes opportunities to fully and confidently participate in class. Additionally, it allows instructors to immediately identify which students are fully engaged and which are not based on submitted responses, as well as providing teachers with easy and frequent checks for understanding.</p>

Warm-Up / Engagement	<ol style="list-style-type: none">1. Before the engagement component, I will briefly introduce myself and set a few classroom norms for the demo lesson. (1 min)2. I will engage students in this lesson by asking them to reflect on the word "identity." They will then answer the following questions (2min):<ul style="list-style-type: none">• Who shapes our identity?• What shapes our identity?
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<p>Sequence of Activities or Learning Experiences</p>	<ol style="list-style-type: none"> 1. Before transitioning into the lesson, I will then briefly remind students about the following literary terms (2 min): <ul style="list-style-type: none"> ● theme ● symbol ● analysis ● speaker ● stanza ● line 2. I will then give brief background notes about Li-Young Lee. (4 min) 3. I will also provide an image of a persimmon in the following Nearpod slide, as some students may not be familiar with this type of fruit, and it is background knowledge needed to understand the poem's content as persimmons serves as a symbol throughout the poem. 4. Next, I will read selected stanzas from Li-Young Lee's "Persimmons." For the sake of time, I have selected only a few stanzas, as the poem in its entirety is quite long. (2 min) 5. Students will then write a text/tweet length summary of the poem. This will ensure students have a literal understanding of the poem before we begin analyzing it. (2 min) 6. After, I will begin scaffolding questions and modeling my thinking to elucidate themes of identity in "Persimmons" using both the background notes and lines from the poem." (3 min) <ul style="list-style-type: none"> ● Why does Mrs. Walker slap the speaker? What does this tell us about her and her way of thinking? ● What words are used ● I will encourage students to respond to these questions verbally and may cold call students. 7. Next, I will show a written model of my thinking (2 min): <ul style="list-style-type: none"> ● Lines 6-7, which also break the first and second stanzas, reveal the speaker's confidence, which he struggles with in the first stanza as he is subjected to physical violence when "Mrs. Walker / slap[s] the back of [his] head...for not knowing the difference between <i>persimmon</i> and <i>precision</i>" (1-5). However, the speaker does in fact know the difference between "precision" and "persimmon," something readers later discover Mrs. Walker does not know. This enjambment suspends the speaker's identity, one that transforms from an unconfident, hesitant speaker in the first stanza to one who later realizes his own knowledge not only exceeds Mrs. Walker's, but many other English speakers and writers. 8. Students will then repeat this activity by choosing 1-2 different lines from the remaining lines/stanzas. This will be the assessment I use to determine student mastery (2 min). <ul style="list-style-type: none"> ● Choose 1-2 lines from the stanzas below that tell you something about the speaker's identity/relationship with another character. What do these lines tell you? What word(s) in the line(s) reveal something about the speaker's identity? If you notice an example of figurative language, feel free to mention it in your response. Please write in complete sentences.
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Scaffolding and Differentiation	<p>This lesson is scaffolded by providing students with necessary background knowledge (Lee's biographical information and a photograph of persimmons), defining content vocabulary, and chunking the learning into steps. The questions I will ask and the written model I will provide students also serve as scaffolding.</p> <p>To differentiate, if the content is too difficult, I will provide a second model response after students submit their final responses:</p> <ul style="list-style-type: none"> • The speaker clearly experiences a sense of longing as "[he] rummag[es], looking / for something [he] lost" (32-33). His father is described as "happy that [the speaker has] come home" (37), which further indicates there is some distance there as well. Perhaps the speaker's relationship with his father is strained or distanced. <p>If students move through the lesson quickly, revealing the content is too easy, I will challenge students by asking them to identify and analyze figurative language devices related to the speaker's identity.</p> <p>If this were a full lesson cycle, I would use breakout rooms (virtually) or small groups of 3-4 students (in person) and ask students to work together to brainstorm responses to the above Nearpod questions. These groups would be leveled, so that I am able to spend time with students who are not achieving the learning standard.</p>
Assessment(s)	<p>The formal check for understanding and student mastery assessment will be student responses to the following Nearpod question:</p> <ul style="list-style-type: none"> • Choose 1-2 lines from the stanzas below that tell you something about the speaker's identity/relationship with another character. What do these lines tell you? What word(s) in the line(s) reveal something about the speaker's identity? If you notice an example of figurative language, feel free to mention it in your response. Please write in complete sentences.

WRD 110 Lesson Plan Sample

Visual Rhetoric Lesson Design Rationale

At a time when students are inundated with media, visual rhetoric is key in equipping students with analytical skills necessary for evaluation and consideration of the visual rhetoric they encounter daily. Additionally, because many students interact with visuals almost incessantly, introducing rhetoric through visuals instead of texts uses a familiar media to mine students' abundant analytical skills and assists them in articulating the analysis they already intuitively conduct. Introducing rhetoric through visuals equips students with the analytical skills needed for success not only in an English composition course, but throughout and beyond their collegiate journeys.

Analyzing Visuals Lesson

The following lesson is designed for a synchronous online course and uses Zoom and Canvas learning platforms. This is a sample lesson conducted in a single class period. The following instructions should be posted to Canvas or an equivalent online learning platform, and students should view the instructions prior to class.

Before class today, briefly review the visual analysis PPT and pg. 309-330 in *The Town Branch Writing Collection* for a reminder about analyzing visuals. You'll also need to read the model analysis paragraph for Banksy's *The Flower Thrower*. Then, in your breakout room group, choose three rhetorical strategies (color, emphasis, symbolism, visual hierarchy, etc.) to look for in the visuals you are about to view. Once your group has chosen three rhetorical strategies/appeals, send them to me in the chat.

For two minutes, discuss the first visual posted in the Canvas discussion board titled "Visual Analysis." What's happening in it? How do you feel as you view it? Summarize/describe it. Each person in your group should speak at least once.

After two minutes, view the second visual in the discussion board. Repeat the steps above (noticing/describing). Then respond to the following questions verbally with your group (7 minutes):

- What is the rhetor's exigence/purpose?
- What leads you to this conclusion?
- Are the three rhetorical strategies you selected present in the visual?
- If so, how are the rhetorical strategies you've selected conveying purpose? If not, what other strategies do you notice?
- Who is the target audience?

After seven minutes (I'll send a time prompt via the chat), respond in writing to the same questions you answered in your group (listed above). You may use any writing method you prefer (Word Doc, notepad, pencil and paper, etc.). Feel free to incorporate the conversation you had with your group in

your response. If you feel stuck, refer back to the model paragraph for Banksy's *The Flower Thrower* (7 minutes).

Once you finish writing, share your responses with your group and discuss the questions below. Each person should share each of their responses.

- Are your peers' ideas in any way different than your own?
- Do you notice differences in the way students approached the questions?
- Differences in writing style?
- Do you all achieve the same purpose?

After, verbally discuss the third and final visual with your group (7 minutes). Instead of only identifying three rhetorical strategies, you may point out more strategies you notice. Remember to discuss how these strategies are working to achieve the rhetor's purpose. Prepare for whole group sharing.

During our whole group discussion debrief, take notes about ideas other groups discussed that you did not.

For the remainder of class/homework, find a visual (you'll need to cite it) to analyze and write a seven-sentence paragraph analysis for it. You may choose any visual (Instagram post, political cartoon, advertisement, photo, graffiti, etc.). You will only analyze one rhetorical strategy in your paragraph. Upload your paragraph to the Canvas Assignment titled "Practicing Analyzing Visuals."

Your homework paragraph should answer the following questions:

- What is the rhetor's exigence and purpose?
- What is a brief description and contextualization of the visual?
- What is the rhetorical choice/strategy you plan to analyze?
- How is that rhetorical choice working to convey the rhetor's purpose?
- What is the overall effect of the visual?

Rubric (25 points):

- A sentence to contextualize and briefly summarize the visual (3 points)
 - Hint: Review the content, context, and form and media grid on pg. 316
- A clear thesis that identifies the creator's/rhetor's name and title/medium of the visual, if given, one rhetorical strategy, and the purpose of the visual (5 points)
- A transition sentence from your thesis to your analysis sentences (2 points)
- Three sentences of analysis that address the following (8 points):
 - Evidence of your rhetorical strategy
 - Explanation of how that strategy is effective or ineffective in developing the creator's purpose
- A closing sentence (2 points)
- Correctly formatted (MLA) Works Cited page (3 points)

Connecting Classrooms and Communities

("News Flash Fridays" Lessons/Rationale)

"News Flash Fridays" began as a student-driven assignment to incorporate articles from *The New York Times* (students were given free subscriptions) into my English composition curriculum. Each week, students chose an article from the *Times*, wrote a reaction piece, posted their reaction in a discussion board, and read/commented on at least one peer's post. However, once I left that college, my students didn't have free access to *The New York Times* or other newspapers. Though I used a scaffolded (by lexile level) online student newspaper, [News ELA](#), when I taught eighth grade, our discussions and readings were limited to an eighth grade level. However, when I began teaching high school, one of my courses, AP English Language and Composition (11th), lent itself to what became News Flash Fridays. Though I have many qualms with standardized testing, it was necessary for my students to be familiar with current events in order to create supportive evidence for their argumentative writing, especially as they approached the AP exam at the end of the year. Every Friday, I allotted time for an activity my students and I called *NPR* Friday. We listened to a brief *NPR* news segment on Fridays, and since I listened to *NPR* on my morning commute, I easily collected and archived broadcast segments.

NPR Fridays became an instant hit. We listened to segments about local news in Houston, Supreme Court cases, community work, science and ethical problems, etc. After each segment, I posed questions and opened class discussion about issues related to the segment. Though this lasted no more than 15 minutes, students often told me how thankful they were for a space to openly discuss current events. After our first year of *NPR* Fridays, two of my students asked me to sponsor a new extracurricular club called Global Awareness. The club existed as a space for students to discuss current events and issues (everything from voting rights to affirmative action to environmental discourse). The founding students said *NPR* Fridays inspired not only the club but encouraged them to continue current event discussions beyond my class.

The next year, *NPR* Fridays became simply News Flash Fridays. This allowed me to incorporate media from a variety of news outlets and sources. I used not only audio but visual segments as well. Every Friday, my students entered the class and I heard them yell, "Yes! News Flash Friday!" They were excited, but beyond their excitement, News Flash Fridays allowed me to discuss current events other teachers shied away from tackling in their classrooms. The morning after Amber Guyer's conviction for shooting Botham Jean, my students said "it's not enough," and had space to discuss why they believed Guyer's sentence wasn't enough and what systemic injustices permitted her a 10-year sentence. After the Christchurch mosque shooting in New Zealand, our school's Muslim Student Association (MSA) held a combined meeting with the Global Awareness Club. Students led discussion about misconceptions surrounding Islam and answered questions non-Muslim students had about Islam. The first student asked, "what's the difference between Islam and Muslim?" I held back tears as I listened to them discuss, understand, and celebrate their differences. Most recently, we watched several segments about the novice COVID-19, not realizing how soon it would change all of our lives.

News Flash Fridays went beyond exposing students to current issues and events, it helped them understand local, national, and global communities, how even though some current issues and events seem far away, they are not, and most importantly, News Flash Fridays encouraged students to understand their own roles in the world and in current events. News Flash Fridays created an open space where discussion about difficult topics was welcomed and equipped

students with the discussion skills they needed to discuss sensitive issues in a tolerant and inquisitive manner.

Below are a few News Flash Friday sample segments

[Ethics and DNA-Editing](#)

[The Supreme Court, a WWI Memorial Cross, and the Separation of Church and State](#)

[Cost and Consciousness of Living](#)

[The Power of Dance](#)

[Happiness and Hobbies](#)

[History of Government Shutdowns through Graphics](#)

Curriculum Writing Sample

From 2019-2020, I served on the Katy Independent School District English II (sophomore) PreAP curriculum writing team. Below is a scope and sequence sample I created to be used for a nine week unit.

English II KAP Unit 3 – Power and Oppression

The following is a sample scope and sequence for Unit #3. This sample nine week planning document is provided for creative inspiration and to provide clarity. It is instructional guidance for teams and individuals as they plan for the learners in their classrooms.

Overview: This sample unit plan introduces students to rhetoric. Students will read a variety of texts, both print and non-print texts, with the goal of identifying authors' purposes and analyzing how such purposes are achieved. Students will also write their own arguments and use credible sources to support their claims and explore all sides of an issue.

With a view to societal structures regarding power dynamics, control, and marginalization, this unit on **Power and Oppression** requires students to employ rhetorical analysis skills and develop their own argumentative skills. The analysis throughout this unit should explore the elements of argument such as authors' purposes and the techniques authors employ to achieve their purposes. Texts and sources should be analyzed for both credibility and effectiveness. Furthermore, students will think critically about the nature of an argument, its exigence, and its external influences and ideals.

TEKS	Products/Activities	Notes
Week 1 1A,D 3 4H 8C	<ul style="list-style-type: none">Set classroom norms for handling sensitive discussion topicsIntroduce rhetoric to students and differentiate between simply arguing and constructing an academic argumentUsing a multimodal approach, instruction should address the medium through which an argument is being made and its power and effect	The theme of this unit has the potential to make students uncomfortable. Arguments in general, even about relevant current events, also have the potential to conflict with students' beliefs or values. It is appropriate to discuss and set norms for dealing with sensitive issues in the classroom. Remind students they are from different backgrounds, and with this comes differences in cultural acceptances, norms, ideas, and beliefs. However, they are also all students in your course, and their commonalities and shared experiences only grow from there. Model how to handle discussions that become uncomfortable, remind students to be sensitive and empathetic to their peers, and allow students to step back from a conversation if they feel overly upset or overwhelmed. Modeling and discussing this at the beginning of the unit and providing an outlet for such

	<ul style="list-style-type: none"> Students should consider how the idea of power and oppression is expressed in both print and non-print based mediums Graphic Organizer (Daily) Weekly current events discussion posts on student-selected news articles (Minor-assess at end of six weeks) 	<p>discussions in a controlled environment will help students throughout their academic and future careers as they continue to encounter ideas that challenge their own. Direct instruction in rhetorical strategies and fallacies is necessary. Students may not be familiar with some of the vocabulary used when analyzing rhetoric.</p> <p>Analyzing texts rhetorically is a challenging and sometimes unfamiliar skill for students. Consider beginning with visuals or other multimodal media in addition to print to help acquaint students with the basics of academic argument. Art, photographs, cartoons, commercials, literature, and other modes of communication all house arguments. Some artists' work, such as Banksy's, lends itself clearly to the theme of power and oppression. Ask students to consider how this theme is displayed in the medium. This can be done whole group or in a small group setting. Students should be exposed to a variety of medium(s) displaying the theme of power and oppression. If done in small groups, consider placing one print or non-print based text at a numbered station. (QR codes could be used to link video/audio clips). Students should record how the visual encompasses power and oppression. Their thoughts should be recorded on a graphic organizer.</p> <p>Since students are flooded daily with visuals and audio, they are more familiar with such medium. It is easier to determine an argument being made for a product's quality in a commercial than trying to articulate a claim in a complicated speech. Though students should certainly be able to successfully complete the latter, scaffolding argument in this way will better prepare them to do so. Instead of students selecting an independent reading book this unit, consider allowing students to self-select news articles to read instead. This will expose students to more current events, which can be used as supporting evidence in their argument essays, and immerse them in real-world arguments being made today. For accountability purposes, students can post a weekly reaction paragraph on a discussion board in Canvas. Their post should contain a formatted MLA citation.</p>
Week 2-3 2A-C 3 4A,B,C,D, E,F,G,I	<ul style="list-style-type: none"> Introduce rhetoric in a whole group setting using an anchor text Familiarize students with unfamiliar rhetorical vocabulary and structures 	<p>Students may be unfamiliar with some of the more complex rhetorical strategies and structures found in arguments of academic merit. Instruction should focus on contextualizing these ideas within a text. Introductory activities might include focusing on an anchor text that explores the theme of power and oppression. Students should keep the unit plan essential questions in mind as they read with both</p>

5A,5D,5E,5F, 5G, 6A,6C,6D	<ul style="list-style-type: none"> ● Instruct students in evaluating an author's claim and supporting, refuting, or qualifying such a claim ● Promote independent current events reading ● Thesis Statement (daily) ● Rhetorical Analysis Body Paragraph (minor) ● Vocabulary Focus (daily) 	<p>analytical and comprehensive lenses.</p> <p>Consider reading the text aloud one time while students follow along. During the second reading, model annotating and verbalize metacognition skills. Students can then work in small groups to begin annotating their texts for rhetorical devices and strategies such as identifying an author's exigence, supporting evidence, concessions, rebuttals, validity of claims, logical fallacies, etc. The teacher may choose to debrief this activity whole class by asking students to identify their annotations while continuing to annotate the text under a document camera.</p> <p>This activity may take a few days, but by the end of the week, students should write a thesis statement (daily grade) which identifies an author's purpose in writing. Once this is done, offer feedback then show a model thesis.</p> <p>Depending on student progress, this activity may need to be repeated with a second anchor text. If students successfully grasp the content, the second week should be dedicated to allowing students to grapple with texts in small groups. A variety of increasingly difficult and meritorious texts should be given to students to read, annotate, and rhetorically analyze. The texts should share the theme of oppression and power, and students should make connections between the texts and their own experiences. Active monitoring and assistance will be necessary to ensure students are rhetorically analyzing and eliciting author's purpose accurately.</p> <p>After this, use the first anchor text to model a rhetorical analysis paragraph. Then, place students in small groups or with a partner to write a rhetorical analysis body paragraph to provide evidence and analysis for their thesis statements from the previous activity (minor). Keep in mind students may need direct instruction in composing a body paragraph before they begin writing.</p> <p>Additionally, encourage students to begin analyzing their independent reading text for arguments being made, even if done so subtly. Students may include a list of claims and evidence in their reader/writer's notebooks.</p> <p>One day during this week, students should focus on building vocabulary. This could be done through an online program such as Membean or with unfamiliar vocabulary from the texts students have read and will read during this unit.</p>
Week 4 8A,B,D,E, 7D, 7E, 7Ei,	<ul style="list-style-type: none"> ● Writing Emphasis ● Rhetorical Analysis Essay (Major) 	<p>Students should write a full rhetorical analysis essay this week. Students may need direct instruction in drafting introduction and conclusion paragraphs before they begin writing.</p>

7Eii, 7Eiii, 9A,B, Bi, Bii, 9C, 9D, 9Di, 9Dii, 9Diii, 9Div, 9Dv, 9Dvi	<ul style="list-style-type: none"> ● Drafting Process ● Grammar Focus (daily) 	<p>Consider allowing students to draft for the prompt (a text or speech) outside of class or writing to time during class, but revising after class or in class the next day. This will help ease student stress and improve the quality of their writing since the essay will be assessed as a major grade.</p> <p>This can be done over multiple days or even take the entire week.</p> <p>Students should receive instruction in grammar this week.</p>
Week 5 1A,B,D,5BA-J, 7A-D, 7E, 7Ei, 7Eii, 7Eiii, 9A	<ul style="list-style-type: none"> ● Argument writing-thesis (daily) ● Synthesis approach to argument ● Graphic Organizer (daily) ● Socratic Seminar (minor) 	<p>This week, students should transition into writing and developing their own arguments. Using resources such as Opposing Viewpoints in Context, novel excerpts, op-ed sections, etc., select a variety of resources such as literary text excerpts, poems, film clips, audio clips, and visuals that explore both sides of one argumentative topic. These selections should be thematically related, but they should represent multiple sides of an issue.</p> <p>Place students in groups, and have them evaluate the sources for author's purpose, credibility, and effectiveness. They should record their thoughts about each source in a graphic organizer. Students should discuss these in small groups with the end goal of discussing in a Socratic seminar. After thorough evaluation and discussion, students should write a thesis that defends, challenges, or qualifies one of the claims identified in the mediums above.</p> <p>At least one full class period should be dedicated to a Socratic seminar where students share their ideas, reactions, and responses to the work evaluated during their small group activity.</p> <p>Students can practice writing defending, challenging, or qualifying thesis statements for each text to improve their writing skills.</p>
Week 6 9B,Bi,Bii, 10C	<ul style="list-style-type: none"> ● Argument Writing-full essay (major) ● Vocabulary quiz (minor) 	<p>This week should be dedicated to writing instruction and practice. By the end of week six, students should write an argument essay.</p> <p>The structure of an argumentative essay should be modeled before students begin writing. Using a new topic, allow students to develop their thoughts. Consider allowing students to draft their introduction and body paragraph with a group. Their paragraphs should provide evidence and commentary to support the claim made in their thesis statements.</p> <p>In order to also prepare them to write in a timed setting, the remainder of the essay should be completed during a class period.</p> <p>Students should also be assessed over vocabulary this week.</p>

Week 7-8 1C,9B,Bi,Bii, 9C, 9D, 9E, 11F, 11G, 11Gi, 11Gii, 11H	<ul style="list-style-type: none"> ● Research ● Annotated Bibliography (minor) ● Grammar quiz (minor) 	Using their rhetorical analysis and argumentative skills, students should draft an annotated bibliography and be prepared to present their findings to the class. This can be done individually or in small groups. Students should self-select a topic to research from the <i>New York Times</i> student op-ed section, <i>Opposing Viewpoints in Context</i> , or another resource. Their annotated bibliographies will be used as the basis for their final presentation. Their presentation should be multimodal, and though it should explore both sides of a claim, they should support their claim with research. Students should also be assessed over the grammar focus for this unit. Students will use this week to present their research.
Week 9	<ul style="list-style-type: none"> ● Final Exam Preparation 	This is the final week of the semester.

Resources:

Poetry: "Africa" by Maya Angelou, "Sonnet ('I saw men's homes burst') by John Buxton, "Crossing the Border" by Joy Harjo, "The New Colossus" by Emma Lazarus, "On the Subway" by Sharon Olds, "A Palestinian Might Say" by Naomi Shihab Nye, "Affrilachia" by Frank X Walker

Drama: *The Merchant of Venice* by William Shakespeare

Fiction: *Things Fall Apart* by Chinua Achebe, *The Kite Runner* by Khaled Hosseini, "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez, *The Jungle* by Upton Sinclair, "Harrison Bergeron" by Kurt Vonnegut, *The Color Purple* by Alice Walker

Nonfiction: "What to the Slave is the Fourth of July?" by Frederick Douglass, "Letter from a Birmingham Jail" by Martin Luther King Jr., *Amusing Ourselves to Death* by Neil Postman, "Mother Tongue" by Amy Tan, *Hillbilly Elegy* by J.D. Vance, Elie Wiesel's Nobel Prize Acceptance speech

General Resources: Americanrhetoric.com, Gale Resources, *Academic One File*, *Opposing Viewpoints in Context*, *The New York Times* Op-ed and Student Op-ed sections, *The Art of Styling Sentences*, *Grammar Bytes!*, Nearpod.com, Quizzizz.com

Teaching Philosophy

When I teach English, I teach with the understanding that everything that happens in my classroom is not insular, rather, it functions not only in an ecology of writing or English studies, but in a greater web extending far beyond the literal and metaphorical walls of my classroom. It exists in what is colloquially known as the Anthropocene, in my students' individual experiences and interactions with each other and their greater communities, within and sometimes against the university structure, parallel with lived experiences, and in every other enmeshed minutiae of affective instances that collide and mesh into a postsecondary English classroom.

Through these intricacies and ten years of teaching English at middle school, high school, and college levels, I've learned difficult lessons about teaching, and I remain deeply wary of adhering to one writing or teaching pedagogy/philosophy. My teaching methodology isn't a neat, consistent, single-theory reliant one. In fact, I can think of no greater detriment to myself or my students if this were the case. Instead, my classrooms shift and change. They are dynamic and aim to honor students by meeting them where they're at and challenging them to hone their critical thinking skills, communicate via multiple modalities, languages, and dialects, to consider rhetorical situations, narrative forms, and investigate not only large societal issues, but smaller ones, ones closer to home, whether this means focusing a course at the University of Tennessee on Southern studies, stereotypes, and media projections of the South or extending a unit in an East Harlem eleventh grade English class well beyond the unit plan because discussions about August Wilson's *Fences* haven't been exhausted. Aja Martinez's *Counterstory* and April Baker Bell's *Linguistic Justice* are two pedagogies I rely on that welcome this dynamism.

Understanding teaching English as an ecology requires teaching with flexibility and adaptability. My pedagogies engage with and complicate writing, writing "standards," the humanities, and contemporary issues, queries, and exigencies circulating mine and my students' world(s). I welcome complicated, messy discussions. My classroom relies on tangled webs, interdependent ideas students work to separate, understand, and synthesize in new or different ways. I teach by reminding myself the academic and the academy does not and should be separate from the personal experiences students carry with them when they step through an English classroom threshold, virtual or physical, and my pedagogy relies on, values, and centers student experiences through not only best practices, but anti-racist teaching practices.

My teaching efforts work to expose students to material they connect with, but also content they may not have yet encountered. I teach with empathy in mind, and I lean on trauma-informed pedagogies that remind me my students are individuals navigating the world, its cruelties and beauties, just as I am. Jane Bennett says we must "world with" to create a sustainable and hopeful future, and I think we must also "teach with." Teach by understanding students, syllabi, courses, and pedagogies aren't static, rather they are dynamic, moving pieces constantly challenging me to reevaluate my teaching practices, content, and materials, to "world with" by teaching with.

Writing Evaluation and Student Response Sample

The following is a timed writing prompt and a student response.

Timed Writing – Satire Analysis

Carefully read the passage below, an article from the satiric newspaper The Onion. Then, in a well-written essay, analyze how the stylistic techniques used by the author contribute to his satiric purpose.

'How Bad for the Environment Can Throwing Away One Plastic Bottle Be?' 30 Million People Wonder

WASHINGTON – Wishing to dispose of the empty plastic container, and failing to spot a recycling bin nearby, an estimated 30 million Americans asked themselves Monday how bad throwing away a single bottle of water could really be.

"It's fine, it's fine," thought Maine native Sheila Hodge, echoing the exact sentiments of Chicago-area resident Phillip Ragowski, recent Florida transplant Margaret Lowery, and Kansas City business owner Brian McMillan, as they tossed the polyethylene terephthalate object into an awaiting trash can. "It's just one bottle. And I'm usually pretty good about this sort of thing."

"Not a big deal," continued roughly one-tenth of the nation's population.

According to the inner monologue of millions upon millions of citizens, while not necessarily ideal, throwing away one empty bottle probably wouldn't make that much of a difference, and could even be forgiven, considering how long they had been carrying it around with them, the time that could be saved by just tossing it out right here, and the fact that they had bicycled to work once last July.

In addition, pretty much the entire states of Missouri and New Mexico calmly reassured themselves Monday that they definitely knew better than to do something like this, but admitted that hey, nobody is perfect, and at least they weren't still using those horrible aerosol cans, or just throwing garbage directly on the ground.

All agreed that disposing of what would eventually amount to 50 tons of thermoplastic polymer resin wasn't the end of the world.

"It's not like I don't care, because I do, and most of the time I don't even buy bottled water," thought Missouri school teacher Heather Delamere, the 450,000th caring and progressive individual to have done so that morning, and the 850,000th to have purchased the environmentally damaging vessel due to being thirsty, in a huge rush, and away from home. "It's really not worth beating myself up over."

"What's one little bottle in the grand scheme of things, you know?" added each and every single one of them.

Monday's plastic-bottle-related dilemma wasn't the only environmental quandary facing millions of citizens across the country. An estimated 20 million men and women wondered how wasteful leaving a single lightbulb on all night really was, while more than 40 million Americans asked themselves if anyone would actually notice if they just turned up the heat a few degrees instead of walking all the way downstairs and getting another blanket.

Likewise, had they not been so tired, and busy, and stressed, citizens making up the equivalent of three major metropolitan areas told reporters that they probably wouldn't have driven their minivans down to the corner store.

"Relax," thousands upon thousands of Americans quietly whispered to themselves as they tossed two articles of clothing into an empty washing machine and turned it on. "What are you so worried about?"
Reminders:

- ✓ Clearly and specifically identify what is being satirized
- ✓ Each body paragraph should have a single, unified focus
- ✓ Commentary should
 - o Explain HOW the stylistic technique works
 - o Explain HOW that stylistic technique connects to what the author is satirizing
 - o Explain WHY what the author is satirizing is worth being mocked or criticized
- ✓ You're writing a complete essay, so be sure to include both an introduction and a conclusion
- ✓ Two body paragraphs recommended
- ✓ You only have a single class period, so pace yourself accordingly

Final Reminder

Do NOT list or refer to devices in your thesis.

If you do, **5 points will be deducted** from your grade.

Student Response Essay

(Original student response was handwritten in a 40 minute timed writing exam scenario. It has been retyped exactly as written for anonymity and readability)

Today is an age of convenience where an advanced civilization balances the gravity of an action with the time and effort it takes to complete it. Society molds products like water bottles and plastic wrappers into something that is both simplistic and efficient for a majority of consumers. However, because of environmental problems we have imposed on ourselves, we also want to tend to conservation and tradition. In the contemporary article from the Onion, "How Bad for the Environment can Throwing Away One Bottle of Water Be?", the author points out the many Americans that treat water bottle disposal with an inappropriately casual attitude in order to satirize the public's tendency to trivialize or sacrifice environmental well-being for personal convenience.

The author incorporates radical situational irony to emphasize the disconnect between what society deems appropriate and how the planet actually suffers. Many professional Americans believe

that “it’s just one bottle” and we use that skewed perception to justify naively throwing more bottles into the trash. Some are so absorbed in their bubble of familiarity that they pronounce the causal act of inappropriate recycling as something that “could ever be forgiven.” Indeed, the people’s limited world view does subject them to such a justification. However, the irony and disconnect comes when this immutable attitude is shared by so many individuals that a general neglect transforms into “50 tons of thermoplastic polymer.” This irony shows that the scope that many people experience is not much larger than themselves or their communities. When an entire society succumbs to such a restrained and inconsiderate view of the environment, the effect accumulates until a state of national environmental crisis emerges because of mistreated water bottles. With regard to the ironic contrast between perception and brutal reality that the author incorporates in the article, we realize that it might just take a national crisis for normal citizens to liberate themselves from their bubble of convenience and selfishness.

In addition to the shocking, ironic facts about society, the author includes segments of genuine understatements from the public to stress the pervasive dilemma of subtle disrespect in the population. Many of the people directly included or represented in the article share a “not a big deal” perception of their actions. This socially insufficient motif is emulated from even those considerate enough to peer out of their own bubble, such as Heather Delamere’s statement that it is “not worth beating myself up over.” Even in the end, the author chose to include a reflective segment on how Americans nonchalantly waste water and energy during laundry duties. All of the understatements drastically belittle the cumulative effect of the public’s wasteful actions. By incorporating seemingly casual underestimates, the author exposes the inherent faults of human attitudes in such an advanced society. Understatements show that many place their priorities on their own welfare and convenience, being unable to grasp the grand concept of the environment. Assuming that advanced social systems and technologies like sewer systems will compensate for the human’s unapologetic nonchalance is exactly what will drive society and the environment downhill.

An aura of complacency due to societal advancements fills the public’s minds and erases the commitments that the public had for the environment.

Additional Information

Awards:

- Cullen Middle School Teacher of the Year (2016-2017)
- Peer Elected College Board AP District of the Year Representative (2019)

Presentations:

- 2025 (upcoming) Modern Language Association: Appalachia in the Anthropocene
- 2023-Present Northside Charter High School
 - o Grading Policy Revisions for Northside Charter High School
 - o 2024 Implementing Student-Led Conferences: A Working Group
- 2024 Modern Language Association: "Future Souths" Roundtable
- 2023 East Tennessee State University Literary Festival Poetry Panelist
- 2022 South Atlantic Modern Language Association: "Motherly Horrors: Pregnancy, Monstrosity, and Interstitiality in Science Fiction"
- 2022 The View from the Anthropocene Conference in Debrecen, Hungary: "Rising 'Cricks': Considering Rivers and Flooding in Contemporary Appalachian Literature as Agential Geographic Assemblages within Appalachian Ecologies"
- 2022 Southeastern American Studies Association: [Re]claiming Homeland: Resistance and Reclamation in Affrilachian Poetry
- 2021-2022 East Harlem Scholars High School:
 - o "Creating a Project Based Learning Unit"
 - o "High Expectations: Socratics and Rubrics"
 - o "Blackboard for Beginners"
 - o "Scoring Norming for the New York State ELA Regents Exam"
- 2020 Katy ISD English II State Updated Curriculum Presentation for District Teachers (Co-Presenter)
- 2019 Katy ISD Literacy Summit: "Cracking the Cursed Unit: Prevailing over Poetry"
- 2017 Katy ISD District Professional Learning Day (Co-Presenter): "Student Buy-In and Student Choice in ELA"

Awards and Other Experience & Skills

- 2025-2027 MLA K-16 Alliances Committee Member

- 2023 Invited Speaker for East Tennessee State University's Spring Literary Festival
- 2022 Invited Speaker at the University of Texas: "Culture and the Classroom" talk given for course titled "Sociocultural Influences on Teaching"
- 2019-2020 Katy ISD PreAP Advisory Board Member for PreAP English I and II
- 2019-2020 Katy ISD English II PreAP Curriculum Writer
- 2016-2017 Teacher of the Year: Cullen Middle School in Houston Independent School District
- AP Reader for AP English Language and Composition (2019, 2020, 2021, 2022, 2024)
- 2018 Finalist for the Rash Award in Poetry for "Lenin"
- 2019 Finalist for the Rash Award in Poetry for "Elegy for Handwriting"
- Professional Memberships:
 - Modern Language Association, South Atlantic Modern Language Association, Association for the Study of Literature and the Environment; Society for the Study of Southern Literature, South Atlantic Modern Language Association

Technology and Skills:

- AP Reader (2019, 2020, 2021, 2023, 2024)
- LMS Experience: Canvas, Blackboard, D2L, Moodle
- SchoolMintGrow
- Sibme
- Adobe Spark
- YouTube
- Website Content (WIX, WordPress)
- Zoom, Google Meet, Ring
- Nearpod
- Microsoft Office Suite

Courses:

- Eighth Grade Reading
- English II PreAP (10th)
- English III (11th)
- AP English Language and Composition (11th)
- Dual Credit English (12th)
- ENGL 0900 & 1010 (Pellissippi State Community College)
- ENGL 1301 & 1302 (Houston Community College)
- WRD 1110 & WRD 111 (University of Kentucky)
- ENGL 101 & 102 (University of Tennessee)
- WRIT 1200, 1400, & CRW 2400 (Curry College)