

Anna G. Arreola

Angelo State University, San Angelo, TX
Department of English & Modern Languages
2013 – 2021

EDUCATION

- ❖ Master of Arts, August 2013, Angelo State University, San Angelo, TX

English Literature and Language

ASU Distinguished Graduate Student Nominee
Carr Graduate Scholar
Alpha Chi National Honor Society
Sigma Tau Delta Honor Society

- ❖ Bachelor of Arts, May 2011, Angelo State University, San Angelo, TX

Major in English with Secondary Teacher Certification
Minors in Spanish (18 hours) and Communication (12 hours)

Summa cum Laude
High Honors in Honors Program
ASU Distinguished Student of College of Liberal and Fine Arts
Alpha Chi National Honor Society
Sigma Tau Delta Honor Society
National Council of Teachers of English
Nolle Scholarship winner of Alpha Chi National Scholarship Competition
Carr Academic Scholar
Gragg and Carville Departmental Scholarships recipient

TEACHING EXPERIENCE

- ❖ Instructor of English, 2013 – 2017 and Senior Instructor of English, 2018 – 2021, Angelo State University, San Angelo, TX

As a full-time English instructor, I usually teach a combination of Writing Across the Curriculum (English 1302) and regular or developmental English Composition (English 1301) courses for a combined total of 12 teaching hours a semester.

In English Composition, I provide students with opportunities and instruction to help them develop the skills and habits they need to be successful writers in college as well as an appreciation for reading and writing. Students read and respond in a variety of ways to texts, practice effective grammar and style choices, compose major essays and reflective essays, and sometimes construct a writing portfolio.

In Writing Across the Curriculum, I assist students in the creation of essays requiring research, or sometimes students create one large research project that spans multiple written assignments. In this course, students learn to find and evaluate sources for research, become familiar with argumentative moves used commonly by professionals in a variety of fields, synthesize sources' information with their own thoughts, and create documents that follow formatting and conventions of one or more academic styles. Students also learn principles of rhetoric and use them to analyze and evaluate others' texts and strengthen their own writing.

I also actively participate in ASU's First Year Writing program, which, as part of the Department of English and Modern Languages, is designed to encourage teachers of English 1301 and 1302 to examine, evaluate, and improve teaching practices and policies in our courses, as well as to provide instructional support for its members.

❖ Instructor of Freshman Seminar, Fall 2015 and Fall 2019, Angelo State University, San Angelo, TX

As an instructor of General Studies 1181, a freshman seminar, I teach a course designed to assist freshmen in their transition from high school to college. In the seminar, students learn ways to be successful in college as well as information on a topic chosen by the instructor. As my course theme is poetry and “playing with words,” I provide opportunities for students to gain knowledge of poetry terminology, create original poems, become familiar with available campus resources, and create bonds with classmates that will foster a sense of belonging and encourage the students to stay for the next semester.

❖ Teaching Assistant, 2012 – 2013, Angelo State University, San Angelo, TX

As a teaching assistant, I instructed two sections of English Composition per long semester. In this course, students I provided students with ample and guided opportunities to develop critical reading skills, such as analysis of expository prose and awareness of authors’ uses of rhetorical elements, and critical writing skills, such as effective manipulation of writing processes and grammar conventions. As students composed essays and analyzed texts, I assisted students’ understanding and adoption of effective writing processes and habits that will prepare them for their academic and professional careers.

❖ Peer Tutor/Graduate Assistant, FA 2010, SU 2011, SU 2013, Angelo State University, San Angelo, TX

As a peer tutor and graduate assistant in the Angelo State University Writing Center, I specifically worked one-on-one with a diverse student body on writing assignments of varying disciplines. Tutorial sessions focused on various global and local issues at various stages in the writing process. In addition to these duties, I observed and tutored in a developmental English class for one semester; I also gained valuable experience in grading student papers, teaching occasional lessons, and understanding classroom dynamics as a graduate assistant observer for one semester in an English 1301 class taught by Dr. Mark Hama.

❖ Student Teacher, SP 2011, Central High School and Angelo State University, San Angelo, TX

This requirement for my ASU bachelor’s degree provided me with a great deal of excellent experience in familiarizing myself with classroom management and instruction. During this semester, I co-taught, designed instruction for, and managed the behavior of 10th grade students as well as refined and defined my personal philosophy of education and instructional methods.

❖ Spanish Tutor, 2010, Angelo State University, San Angelo, TX

During my semester as a Spanish tutor, I provided supplementary instruction in the Spanish language to ASU students. My knowledge base included intermediate understanding and application of numerous verb conjugations, grammatical structures, and vocabulary in context.

PRESENTATIONS

❖ Strategies for Teaching English 1302: Writing Across the Curriculum, November 2019

Along with two other speakers, I presented past curriculum changes and current teaching curriculum for my English 1302 courses to fellow FYC instructors and other EML faculty. I gave the reasoning behind my curriculum changes and offered tips for teaching English 1302.

❖ “Southern Responsibility and Reconciliation in the Fiction of Twain, Chestnutt, and Cable,” GSEA Critical Voices Graduate Conference, March 22, 2013, University of North Texas, Denton, TX

In this critical essay, I use analysis of selected short fiction and the authors’ biographical information to argue the varied attitudes of Mark Twain, Charles Chestnutt, and George Washington Cable on the likelihood of Southern reconciliation between blacks and whites: pessimism, caution, and hope, respectively.

- ❖ Successful Writing Strategies Workshop, October 19, 2010, Angelo State University, San Angelo, TX
While I served as a tutor at the ASU Writing Center, I helped conduct and deliver an ASU Writing Workshop for interested ASU students. This interactive workshop revolved around quizzes, short lectures, and games as we provided students with helpful strategies for effective writing.

DEPARTMENT SERVICE

- ❖ Elmer Kelton Writer's Conference subcommittee member; High School Writing Contest subcommittee, 2018 – 2020
- ❖ FYC *Final Drafts* anthology committee member, 2018 – 2021
- ❖ Non-tenure track English representative on Faculty Peer Review Committee, 2018

PUBLICATIONS

- ❖ "Slow Food." *Oasis*. San Angelo, Texas: Angelo State University, 2013. Print.
- ❖ "Songbird's Sonnet." *Oasis*. San Angelo, Texas: Angelo State University, 2013. Print.
- ❖ "Tears Are Like Oceans." *Oasis*. San Angelo, Texas: Angelo State University, 2013. Print.
- ❖ "Though He Be Not Far..." *Oasis*. San Angelo, Texas: Angelo State University, 2013. Print.
- ❖ "*Charcos/Puddles*." *Oasis*. San Angelo, Texas: Angelo State University, 2010. Print.
- ❖ "Pessimist Introduction." *Oasis*. San Angelo, Texas; Angelo State University, 2010. Print.
- ❖ "The Quick and the Living." *Oasis*. San Angelo, Texas: Angelo State University, 2010. Print.

ACADEMIC & RESEARCH INTERESTS

- ❖ Secondary and collegiate composition theory and pedagogy
- ❖ Biblical studies
- ❖ Creative writing (Poetry)