700 S. Humphrey's Cdr.
PO Box 104
Flagstaff, AZ 86011

November 8, 2015

601 S. Knoles Dr.
PO Box 5682
Flagstaff, AZ, 86011

Dear NAU e-Learning,

To begin, we want to express our gratitude for working with you over the creation of the new LMS; it has been a pleasure designing under your lead. Furthermore, we appreciate your dedication to teaching digital literacy at Northern Arizona Univ. Our purpose in writing to you is to share the new Learning Management System (LMS) design that we have created. As you will see in our below document, our created LMS is specific for composition courses at NAU.

As graduate assistants for English 105 and students of the Rhetoric, Writing, Digital Media Studies (RWDMS) program, we decided to focus our attention on creating a LMS based on the needs of composition students. Our decision to focus on composition courses derives from the inherent need that comp. students have for a digitalized portion of the course; the learning objectives are so vast for a one-semester course that an online component of the class—such as the LMS we created—will help them achieve these goals. For example, composition students are required to learn various fundamentals of writing for academia and beyond. Further, the students have to learn how to work with a team, and they have to obtain basic theories of writing, such as "writing as a process" (Elbow). Our design is based off of our knowledge as instructors of composition, and it was influenced by theory from experts in the field of rhetoric and writing.

Again, we are extremely grateful for the opportunity to write to you in an attempt to better help students within the community at NAU. Please view our below write-up of our newly designed LMS, which we are titling PaperSmart. Thank you again for you continuous commitment to technology and teaching digital literacy at Northern Arizona University.

Sincerely,

Stephanie Moret &
Hope Nelson
--
Rhetoric, Writing, Digital Media
Instructors of Composition

Implementing PaperSmart:
A New LMS for NAU Writing Courses

Hope Nelson & Stephanie Moret

November 8, 2015

Table of Contents

Overview of PaperSmart

The objective of our newly designed Learning Management System (LMS)—
PaperSmart—is to function as an online learning system for Northern Arizona University
composition courses. With that, since this internet space is designed for a writing-based course,
our website can easily be adapted as an LMS in every writing-intensive course at NAU, such as
Junior-level writing, literature, rhetoric, and creative writing. Our newly created LMS will help
students grow as confident writers for the university atmosphere, and beyond. Similar to Bblearn,
our LMS will be protected by NAU's firewall, which is why our login page displayed in the later
portion of this document looks similar to Bblearn: our LMS has the same Central Authentication
Service (CAS) system login to ensure the safety and privacy of all students. It is our intent to
highlight the inherent need for PaperSmart in writing courses at NAU. While BBLearn is
sufficient for most courses, it neglects to meet the needs of composition students at NAU. We
hope to work alongside with the ELearning committee to accomplish the goal of installing this
new program. The following design for PaperSmart was created based on theory and pedagogy
from professionals in the field of rhetoric, writing, and composition. This document's intent is to
show you—the E-learning Committee—that our new LMS, PaperSmart, will provide essential
learning opportunity specifically for each student at the university enrolled in a composition
course that the current LMS does not offer.

Theory & Pedagogy

We incorporated several theories in association to academic writing, social media, and
education from within the professional community of rhetoric and composition. The theories that
inspired us to create this website include the following: Collaborative Learning (Marjan Laal and

Mozhgan Laal), Participatory Culture (Henry Jenkins), Writing as a Process (Peter Elbow), Community interaction through social media (Moses Shumow), and Engagement within a Contact Zone (Mary Pratt). For details on how each of these theories specifically applies to components of PaperSmart, please see the annotated bibliography, pages 17-24.

Based on our research with each theory, we created portions of the website to include activities such as online peer review, a discussion board newsfeed, and instant messaging, which all incorporate the collaborative learning theory. We also provided notifications that enlighten users about messages, grades, and discussion board responses, which pulls on the participatory culture theory. We also used Peter Elbow's theory, "writing as a process," by creating the peer-review. With that, the theory of community interaction through social media works as well on the peer-review portion of the website. Lastly, according to Mary Pratt's idea of the contact zone, the physical classroom atmosphere of students already functions as a contact zone. By making our online space function as a second space outside of the classroom, we are reinforcing the "Art of the Contact Zone." Overall, each of the functioning components of our LMS incorporates each of the above theories listed from experts in the field of rhetoric and composition.

Major Additions & Intended Uses

1. Notifications

We have decided to use notifications as a way of encouraging students to check when an instructor posts content, when a peer responds to a discussion board post, or if a peer sends a private instant message. This component of the LMS mirrors other types of social media spaces that notifies users when there is any update to their profile or other activity that pertains to a specific user. Instead of having a notification tab for new friends, messages, and other updates,

like other social medias, such as Facebook, we will have notification tabs for grades, messages, responses to discussion boards, and calendar updates. The notification center is designed to encourage students to "tune-in" and respond to each other.

Our notification system is also similar to other social medias based on the concept that when a student clicks on a new notification, it will take them directly to the information. For example, if Abby responds to Jessica's discussion board, Jessica will get a notification. When Jessica clicks on the notification, it will take her directly to Abby's response. Right now in Bblearn, if a student or teacher gets a notification, it rarely takes them to where the new information lies, which can cause confusion. Furthermore, in Bblearn the notifications do not disappear easily, so if a student logs in to their account and they see a notification, they aren't sure if it is an old notification or new one. If the notifications did disappear easily, and if they showed the students where to find new information, learners will eagerly check what is going on in their classes.

2. Discussion Boards

We also decided to use other familiar social media sites as a model for our website in regards to the discussion boards. Based off of an interview with an expert Pinterest user—Stacy Murison—we decided to create a discussion board that engages students and encourages them to respond similarly to Pinterest. The discussion board portion of our LMS will teach students to be able to see other people's posts easier; learners will not have to search through one discussion board forum, but instead, the discussions will be out in the open. The discussions will pop up on the main board or newsfeed, which will encourage students to read and respond to other classmates because they will take ownership over their created board. Furthermore, after students create one initial board within the discussion newsfeed, other classmates will be required to

respond to their classmates. The method of responding will encourage students to visit each of their classmate's boards and then they can collaborate on ideas. Please view the below physical design for more details on this section of the website.

3. Peer-Review

The peer-review portion of the website is a section that provides students with the ability to make comments, corrections, and additions to each of their classmate's papers. Adding this section of the website will make peer review easy for students, and instructors. Furthermore, each student will be able to witness how each of their classmates wrote the assignment. The learning objective for this space on the website is to teach students how to work together as a team, and the importance of team work. Finally, by building these tools into our LMS it eliminates many of the technological issues that students may face.

4. Instant Messaging/Private Message

The instant messaging portion of our LMS is a system open for all users within the course. The instant messaging component will encourage students to work together as a team on the online portion of the website—it can be used in conjunction with the peer-edit component of the course. However, students will be encouraged to use the instant messaging part of the website on a daily basis. If a student doesn't understand an assignment or wants to ask another person for advice on a paper, s/he will have the ability to send a peer an instant message. This portion of the website is much different than email because it is designed to be informal, which encourages students to talk with one another frequently.

5. Calendar

The calendar aims to highlight all of the major due dates and daily class schedule specifically for the composition course. Currently, Bblearn has a calendar that shows course information

within all of the classes that a student is enrolled in. However, the calendar on our specific space is designed to only highlight major dates within that one course. Our reasoning behind this creation is that composition courses are extremely demanding; there are many different due dates for major papers and small assignments. The calendar alleviates the stress that a student in the course will have in regards to chaotic schedule.

6. **Public Forum Feed**

Similar to the instant messaging option, the Public Forum Feed is designed to give students the option to communicate and collaborate with one another in a relaxed and friendly atmosphere. Each student has the ability to create a post, respond to other posts, or star another person's post. Each post is limited to 129 characters to insure that it stays informal.

Exigence & Rationale

As composition instructors and students in the Rhetoric, Writing, and Digital Media Studies program, we chose to design a LMS for Freshman Composition, also known as English 105, at NAU because we recognized the inherent need for a new LMS. At most universities, students are required to take two semesters of English in order to fulfill their requirement of English composition. However, at NAU those two semesters are consolidated into one semester: English 105. Therefore, in English 105 there is a ton of information to cover. Students are required to learn how to work with others in a peer-review setting, they have to write a minimum of 6 major writing projects, edit their major papers at least twice, complete weekly homework assignments, and grasp basic rhetorical principles. Plus, since it is a class designed for freshman, most of the students are underclassmen and are still learning how to be a student in higher education. Needless to say, English 105 is a challenging course for many students within the NAU community. By creating an online portion of the course with our website PaperSmart, the

students are able to grasp the course learning objectives in a much more achievable way. We decided to create PaperSmart because as English 105 instructors, we recognize the inherent need for students to obtain more instruction outside of the classroom.

Design Examples

SmartLearn Login Page

As we expressed earlier in the document, the login for SmartLearn will remain the same as the current login system because it follows the same commitment to safety following the guidelines of Central Authentication System (CAS).

Courses Homepage

The courses homepage will display all of the student's composition classes/writing courses. The displayed screenshot in this case is an example of an instructor's view on SmartLearn. Therefore, it showcases the courses in which the instructor is teaching, and classes that the instructor is enrolled in as a student.

Homepage/Notification Center

→ Notification center

The homepage of SmartLearn is designed to help student users stay on task with everything that is happening in their class at each moment, which is why we have chosen to include a calendar specific for English 105 on the homepage. Fu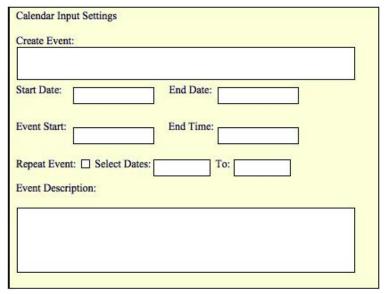rthermore, students can easily find links to messages, discussion boards, grades, and assignments. The header at the top of this page also allows students to recognize when they have a notification for a message, or response to the discussion board. The header also showcases the student's current grade. This header will be present on every page of the website.

Course Calendar

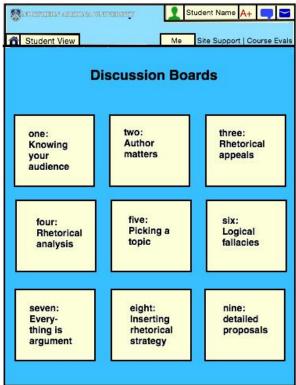Our purpose in including a course calendar is to showcase one separate calendar that only has information from the student's composition course—English 105. NAU's current LMS, Bblearn, displays every assignment for each course that the student is taking. By having a separate course calendar for composition, English 105 students are able to focus on the needs of that one class without becoming distracted by other courses.

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Calendar Pop-Up Page

The Calendar Pop-up page is solely designed for the instructors of composition courses. This pop-up page is how the instructor adds in content for the calendar, such as assignment and project due dates. Users will access the pop-up page by clicking directly on the course calendar in the course's homepage.

Discussion Boards

Users are able to access the Discussion Boards page by clicking on the "Discussion Boards" tab, under "Quicklinks" on the homepage. The purpose of this page is for students to open up links to all of the different types of discussion boards that they will write in over the course of the semester. For example, by clicking on "One: Knowing your Audience," the students will go to a separate page where they will make an initial post that pertains to the expected content within that discussion.

Discussion Board Initial Posts

The displayed picture is an example of initial discussion board posts for each individual student enrolled in the class. The students essentially create a discussion under each original board. For the purpose of this example, the students have created boards under the first Discussion link titled Knowing your Audience.

Student's Board in Discussion 1

The displayed picture is an example of a board that a student created under the first discussion of the course. This student has written her response and included pictures to provide examples of her discussion. In this page, there is also an option for other students in the course to "like" what the author has created, respond to the initial post, or to create a new response within that author's board.

Discussion Board Responses

Katie's Discussion Board #1 Comments

Yasmine's Comment — Like | Reply

I think you did a great job choosing ads. I wonder if you could talk about logos through the choice of what is shown in the ad on the right. I think it is a logical choice for a jewelry store to display images of their jewelry in their ad. It logically makes more sense than to show puppies or something. I also think it could be a choice of logos to only show the jewelry and not mostly naked women which seem to dominate a lot of ads. Tiffany's wants to make it clear that the jewelry is what's most important.

Sam's Comment — Like | Reply

These seem like really good ads to use. I wouldn't have thought to look at jewelry ads. I went for other products to analyze. I also liked your analysis for pathos. I think you co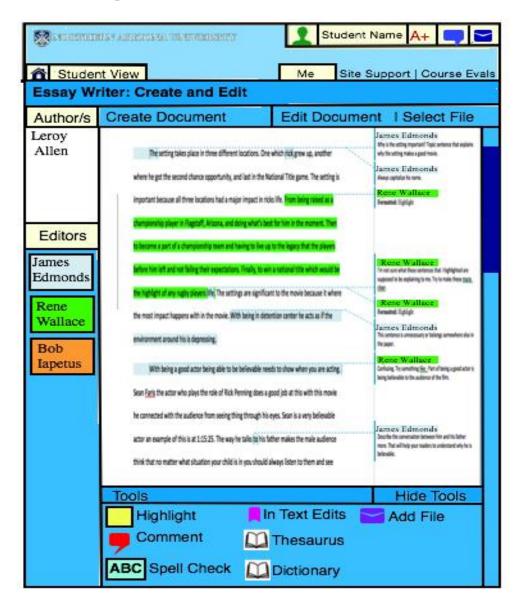uld add to that discussion by connecting the happiness of receiving the jewelry with the Christmas season. Christmas itself often invokes a certain set of emotions even for people who aren't little kids.

Natalie's Reply — Like | Reply

Dude. Christmas is literally the best. It's my favorite of all. The lights and presents and just everything. See, look I'm demonstrating that Christmas causes certain emotions like excitement, anticipation, pure unadulterated joy. All of those could link to the look on the little girl's face who's holding her dad's hand in the middle ad.

Tyrone's Reply — Like | Reply

I'm glad you brought that back on track because I was going to yell at you for being so off topic. Indeed you could link it to the generally feel good-ness of the middle ad since clearly it's the Christmas season.

Abby's Comment — Like | Reply

It might be interesting to discuss the ethos through choosing to actually feature the jewelry in the ads rather than something else. I think it speaks to their credibility that they chose to display the jewelry and the symbols relating to their jewelry rather than a dimly lit image that shows more of the woman wearing it than the actual jewelry. They are confident in their ability to sell jewelry and don't need the model.
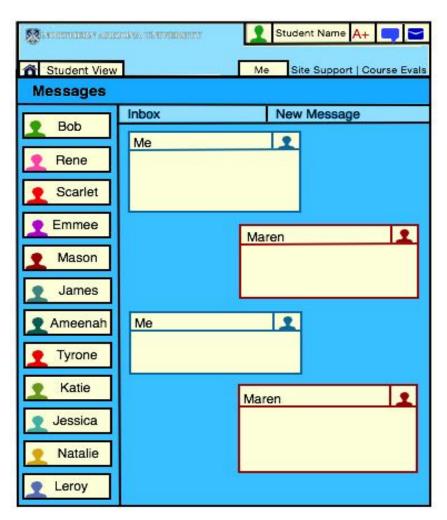
All students have the ability to click on a student's discussion board and respond. Users can either create a response post to the original author, or they can respond to another student's response. In the displayed picture, Yasmine, Sam, and Abby are all examples of commenters to the original posting. Natalie and Tyrone are examples of responders to primary commenters.
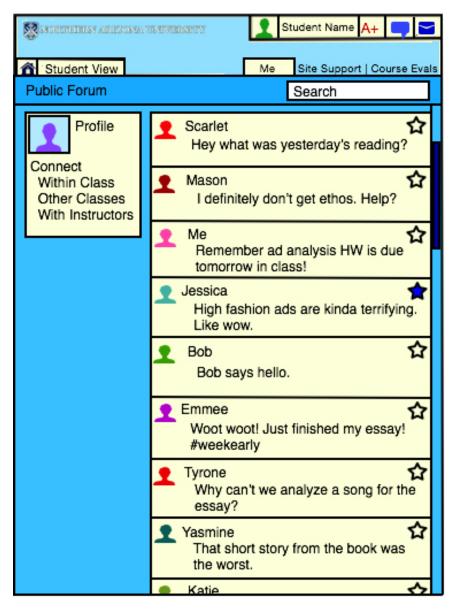
Peer Editing

The Peer Editing portion of PaperSmart is a way that students can work as teams to peer edit a writing project/paper. Students will be assigned in teams, and each team member will have to review and add comments to another member's paper. This part of the website will be extremely helpful for students to grow as writers because they have the ability to see how the other group members conceptualized the assignment. Furthermore, they have the ability to gain team-work skills, as well as review on their own writing.

Instant Messaging

The instant messaging component of the LMS is designed to encourage students to collaborate and work with one another through a faster and more social messaging system than email. Each student has the ability to message their peers from within the class at the start of the semester. The instant messaging program within the LMS will be especially helpful for group members that are working together as a team for peer-editing. Users will be able to access the instant messaging portion of the site by clicking on the word bubble in the header at the top of the page.

Public Forum Feed

The Public Forum Feed gives students the opportunity to post status-updates about questions that they might have about assignments from class or about new concepts that they learned in class. The setting of the public forum is informal. Students cannot post more than 129 characters to insure that status updates are informal and quick.

Annotated Bibliography and Correlation to Theory

Usage of Collaborative Learning

Our approach to the theory of Collaborative Learning (Marjan Laal, and Mozhgan Laal) exists on our peer-review portion of the LMS which relates to other cloud based document systems. As displayed above, students will use this aspect of PaperSmart to make comments and notes directly on the author's paper. The peer-review section of the website reinforces Collaborative Learning because it encourages student to work together in an online group setting: the students work as a team and grasp the deeper meaning of the writing project assignment. Online peer review will help comp. students fully learn how to communicate as a team, and how to work together. Furthermore, students who did not understand the assignment will have the chance to see how others conceptualized the purpose of the assignment; they will also have the opportunity to receive comments from their peers on how to craft a stronger paper.

Another way that we incorporated the Collaborative Learning theory is through the discussion boards, instant messaging, and public forum. By engaging with each other through discussion boards and messages, the students work together to make connections to the texts, as well as overarching concepts, and apply their meaning to their own work as students, and citizens. For more information on Collaborative Learning, please view the below sources:

Laal, Marjan, & Mozhgan Laal. "Collaborative learning: what is it?" *Procedia - Social and Behavioral Sciences. 31.* (2012): 491-495. Web. 4 September 2015.

Laal, Marjan, Mozghan Laal, and Zhina Kermanshahi. "21st Century Learning; Learning in Collaboration." *Procedia - Social and Behavioral Sciences* 47 (2012): 1696-1701. Web. 4 Sept. 2015

These two articles discuss the major concept of Collaborative Learning and what it means in relation to education. Both of the articles identify CL as a 21st century trend in classrooms. Teachers essentially put an emphasis on the students working together to grasp the lessons rather than the teacher displaying all of the answers. We will use this theory in our project through the usage of discussion boards, a public forum, and instant messaging.

Prestridge, Sarah. "A Focus on Student's Use of Twitter – Their Interactions with Each Other, Content and Interface." *Active Learning in Higher Education* **15.2 (2014). 101-115. Print.**

This article discusses a study that looks at the ways in which Twitter can be used as a "knowledge construction tool" that is based off of mobile devices such as cell phones. The author discusses how students and instructors acted and participated with one another while using Twitter as a part of class. They then explain that students were much more engaged with discussions between each other and with the instructor. We plan to use this article to help incorporate the short form communication of Twitter into the LMS we design. We want there to be longer private messaging systems but also the shorter version from Twitter.

Community Interaction Through Social Media:

The theory of Community interaction through social media (Shumow) is closely related to Collaborative Learning (Laal) because Community through social media specifically reinforces learning within a community in social media interaction, and internet: "Families turned to social media to communicate, collaborate, and organize" (Mihailidis 15). We decided to use this theory in conjunction with collaborative learning because we wanted our website to

encourage community engagement and collaboration within the online community. Please view

our following sources for more detail:

Delecruz, Stacy. "Pinterest Possibilities." *Teaching Professor* **26.8 (2012). 5. Print.**

>This article discusses ways in which Pinterest can be used within the classroom of all
>
>variety of courses including online, hybrid, and in person. It also discusses ways in which
>
>Pinterest can be used to plan curriculum and lessons within the classroom. It then goes on
>
>to discuss the ways in which students can utilize Pinterest and Pin boards. It specifically
>
>explains that students could make their own pin boards as a way to organize their
>
>information from the class. The author also discusses how Pinterest could be used for
>
>almost anything because the possibilities are endless. This source will be helpful for our
>
>project because we would like to use some of the organizational formats that Pinterest
>
>sets forth for our learning management system. We would like to use a similar
>
>organization system for our discussion boards that students often use. The hope is that
>
>Pinterest style organization will be easier for students to use. Primarily, this source will
>
>help us to generate more ideas on the ways in which Pinterest can be utilized for
>
>education.

**Tsai, Chia-Wen. "How to Involve Students in an Online Course: A Redesigned Online
Pedagogy of Collaborative Learning and Self-Regulated Learning."** *International
Journal of Distance Education Technologies* **11.3 (2013). 47-57. Print.**

>This article discusses the ways in which the leaders of the study were able to redesign
>
>their teaching pedagogy and online classes to better incorporate elements of social media.
>
>They discuss the study that they conducted with their own online students to see how
>
>effective incorporating social media style engagement techniques into their online

courses would be. We plan to use this article to help decide which elements of social

media we should include and use it to look at how the elements will work together.

Shumow, Moses. "Conceptualizing Mediated Communities in an Era of Digital Connectivity."*Mediated Communities: Civic Voices, Empowerment and Media Literacy in the Digital Age.* **Ed. Moses Shumow. New York: Peter Lang, 2015. 1-14. Print.**
Shumow's chapter was extremely influential because it demonstrated that people work

together in order to gain a deeper understanding of anything in life, whether it is a

traumatic situation or a political change. This is also how his theory relates to

collaborative learning but specifically through social media and digitalized communities.

Mihailidis, Paul. "Media Literacy and Mediated Communities: Emerging Perspectives for Digital Culture." *Mediated Communities: Civic Voices, Empowerment and Media Literacy   in the Digital Age.* **Ed. Moses Shumow. New York: Peter Lang, 2015. 15-29. Print.**

Engagement with Participatory Culture

We also decided to pull from the theory of Participatory Culture (Henry Jenkins) by

making the LMS overall resemble other social media sites, which in turn will encourage students

to be more engaged within the course community. By having the familiarity of social media sites

such as Facebook, Twitter, Pinterest, and Google Docs, the students will know how they are

supposed to engage with their classmates through the LMS. We wanted to make the LMS

familiar to all students so that way they would have a desire to respond.

Another way that our website uses the participatory culture theory is through the

notification system. Different than the current Bblearn, our new LMS website, PaperSmart will

notify students when he/she has a message, a grade, or if a student has responded to another

his/her discussion board post. The notifications will function similarly to Facebook or Twitter, so

that when the student clicks on their specific notification, the LMS will take them directly to the

newly updated information, such as a discussion board response. Our notification system is an

example of how we installed participatory culture because it is a familiar concept within social

media. Furthermore, using the participatory culture theory through the notification system will

encourage students to be more engaged with each other and within the LMS in general.

Balakrishnan, Vimala. "Using Social Networks to Enhance Teaching and Learning Experiences in Higher Learning Institutions." *Innovations in Education and Teaching International* **46.5 (2010). 595-606. Print.**

> This article focuses on how social media can be incorporated into a classroom as a way to
>
> aid students and teachers. The article explains that based on a study that the author's
>
> research team conducted in Malaysia there is a positive correlation between teaching and
>
> the use of social media. The article further discusses the ways in which social media and
>
> social networks can aid in education and teaching. We plan on using this article to help us
>
> understand the links between how education and social media use are connected. We also
>
> plan to look at their information on how others are using social media as a tool in their
>
> classrooms.

Elavsky, Michael, Cristina Mislan, and Steriani Elavsky. "When Talking Less Is More: Exploring Outcomes of Twitter Usage in the Large-Lecture Hall." *Learning, Media & Technology.* **36.3 (2011). 215-233. Print.**

> This article focuses primarily on the ways in which Twitter can be used as a tool for
>
> assessment in courses that are large and lecture based. It also looks at the ways that
>
> Twitter, as a new technology, can transform social patterns, specifically those related to
>
> learning. We will use this article for information as we look at different ways that
>
> composition courses are structured and how Twitter could be incorporated into a LMS

design that could also work for classes which are much smaller than the ones described within the article.

Facebook. **2015. Web. 14 Oct. 2015. https://developers.facebook.com/?ref=pf**

Using Facebook as a source in our project will be extremely helpful because we plan to base our structure especially in regards to notifications off of Facebook. Right now we are planning to have three separate notification tabs just like Facebook has. Instead of having tabs for new friends, messages, and "likes," our tabs will be more specific to education in composition courses. For example, we will have notification tabs for grades, messages, and responses in discussion boards.

Murison, Stacy. "Personal Interview." 13 October 2015

We decided that in order to effectively use Pinterest as a design method for our project, we needed to know how to use it better. Therefore, we decided to interview Stacy Murison who is one of our colleagues. Murison is an expert Pinterester. She was able to show both of us how to use it and how to create a variety of boards. Our interview with her will help us overall with the project because she showed us multiple techniques as well as issues that could possibly get in the way of our idea. For example, she pointed out that it is really hard to post word documents on Pinterest. If we decide to use a Pinterest model for our website, we would need to critique this atmosphere.

Pinterest. **2015. Web. 14 Oct. 2015. https://www.pinterest.com**

We plan on using Pinterest's ideas of boards for our students to respond to each other's posts. So far, we really like the idea of Pinterest for discussion boards because it is out in

the open and accessible for all students to see and read. We still have more research to do

with our usage of Pinterest because both of us aren't that familiar.

Stellrecht, Elizabeth. "Pinterest Interest: Converting a Consumer Health Guide Wiki into a Pinterest Page." *Journal of Consumer Health on the Internet* **16.4 (2012). 403-408. Print.**

This article starts by discussing how people use Pinterest and why they chose to use

Pinterest. It then goes on to discuss that thanks to the popularity of Pinterest there are a

multitude of ways in which people can use Pinterest for things that go beyond what the

site was initially designed for. It then explains that the University of Buffalo chose to take

their wiki site on resources for the consumer health of senior citizens into a Pinterest page

and how that was successful. This article will be used to help us take our resources, like

BBLearn, and turn it into a Pinterest style page. We plan to look at their methodologies

and the ways that they needed to manipulate their information to create a Pinterest page

and decide what we can apply to our own project. We are largely looking into the ways

that we can take what we already have and make it better. Specifically, the organization

of Pinterest and how we can apply them to our own work.

Twitter. **2015. Web 14 Oct. 2015**

The main aspect of Twitter that we will use is the group messaging piece so that everyone

can see the messages. While we still plan on having private messaging (similar to

Facebook) we want public messaging to be available for students to see as well. By

having public group messaging, students will be able to learn in a casual environment

from each other. This option will especially be necessary for online/hybrid classes

because the learning in those situations happen outside of class time.

Writing as a Process

Another very essential theory that we have incorporated on our website is Peter Elbow's idea of Writing as a Process. One of the ways that we will address this theory is through the peer group section of the website. By undergoing the process of revision, the peer-review section of PaperSmart reinforces the Writing as a Process theory by working together to help each member create stronger papers. Furthermore, one of the objectives of English 105 is to recognize that the best writing happens when one spends multiple sessions of work on one piece.

Elbow, Peter. *Everyone Can Write: Essays Toward a Hopeful Theory of Writing and TeachingWriting.* **New York: Oxford University Press. 2000.**

The Art of the Contact Zone

Pratt, Marry Louise. "Art of the Contact Zone." *Profession 91* **(1991): 1-6. PDF.**

As stated earlier, Pratt's idea of the contact zone exists within the physical classroom because it is a place where all different types of people come together for one purpose: education. We will be using Pratt's idea of the contact zone to reinforce the classroom experience in the online setting. The students have the opportunity to meet each person in the course and learn their discourses and cultural backgrounds.

Stephanie M. Moret

Summary of Qualifications

- Proficient skills in leadership and public speaking due to experience as a manager and educator of 30+ individuals.
- Expert in organizing events and crafting assignments based off of my experience as an English composition instructor and pool manager.

Education

Northern Arizona University   **May 2015**
Bachelor's of Arts in English
Master of Arts in Rhetoric, Writing, and Digital Media   **Expt. May 2017**

Work Experience

Graduate Teaching Assistant   **Aug 2015-Current**
Northern Arizona University English Dept.
- Instructed 24 university students in the classroom and online setting, taught 6 major writing projects, consisting mainly of argument and rhetorical analysis.
- Assisted undergraduate and graduate students establish confidence in their writing for school assignments, work, and other writing projects outside of academia.

Pool Manager   **May 2009-Present**
City of Rohnert Park
- Lifeguard summers and offseason; promoted to Senior Lifeguard (Shift Manager) May 2012, and Pool Manager, May 2015 (summers only).
- Organized aquatic summer schedule, coordinated 5 sessions of swim lessons, crafted agenda for all-staff trainings of 30+ people, acted as aquatic representative for the city.

Facility Manager   **Aug 2012-May 2015**
Wall Aquatic Center
- Lifeguarded and instructed America Red Cr. courses in CPR, First Aid, and Lifeguarding; promoted to facility manager (Nov. 2013).
- Assisted visiting Olympic international teams and supervised employees.

Technical Writing Internship   **May, June, July, Aug 2014**
NAU Wall Aquatic Center
- Managed social media sites by crafting daily updates as well as designing advertisements for programs such as swim lessons, and health classes.

Physical Education Service (PES) Instructor   **Jan-May 2014**
NAU Recreation Department
- Created and carried out lesson plans for 25 students based off of an American Red Cross curriculum, which helped each student become strong swimmers.

Hope Nelson

813 W University Ave. #605 Flagstaff, Arizona 86001 | Cell: (520) 609-6244 | Email: hn57@nau.edu

Education

    Masters of Rhetoric, Writing, and Digital Media Studies   Northern Arizona University

                                                                     Flagstaff, Arizona

    Bachelor of Arts in English   Northern Arizona University

    Bachelor of Arts in History   Flagstaff, Arizona

        Overall GPA 3.64

Skills

    Self-starter
    Teach writing to incoming university students
    Writing and editing
    Public speaking

Experience

    English 105 Instructor   August 2015 to Present
        University Writing Program, Northern Arizona University
          Independently teach the English 105 writing course to incoming students

    Writing Intern   August 2013 to May 2014
        Interdisciplinary Writing Program, Northern Arizona University
          Establish writing needs and expectations across campus while developing solutions

    Writing Tutor   August 2012 to May 2014
        Northern Arizona University, Writing Lab
         Assist students one-on-one with English writing skills development

Volunteer Work

    College of Arts and Letters Advisory Board Meeting   October 2015
        Graduate student explaining non-remedial nature of Writing Commons work

    Undergraduate Videogame Symposium   March 2014
        Panel moderator

    Liberal Studies Townhall Meeting   March 2014
        Student panelist discussing the importance of research

    Peaks Interdisciplinary Conference   February 2013
        Student panelist discussing English 100

    High School Classroom Assistant   August 2010 – May 2014
        Mountain View High School English department assistat