**Elizabeth Ramsay Carroll**

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<http://ercarroll311.wix.com/teachingportfolio>



**Objective**

Obtain a position that utilizes my skills in curriculum and materials design, and allows me to work with students and faculty to create an effective learning environment in higher education.

**Educational Background**

**University of Illinois at Urbana-Champaign**

* Masters of Arts in Teaching English as a Second Language May 2015
	+ Curriculum highlights: Principles of Language Testing, Theoretical Foundations of Second Language Acquisition, Task-Based Language Teaching
	+ Program highlights: Observe and implement lessons through the Intensive English Institute, ESL Writing Service Courses, and ESL Pronunciation Courses. Attend thesis and dissertation presentations of peers. Attend seminars through Linguistics and Education.

* Bachelor of Arts in Spanish May 2011
	+ Curriculum highlights: Educating Today’s Child, Foundations of Education, Educational Psychology, TESL Methodology, Language and Social Interaction, Spanish in the Community internship.

**Illinois Online Network** Expected completion October 2015

* Master Online Teacher Certificate
	+ Curriculum highlights: Encouraging Communication, Online Design and Instruction, Online Student Assessment, Blended and Hybrid Course Design, Practicum

**Instituto San Joaquin de Flores -** Heredia, Costa Rica January 2010 – May 2010

* + Program and Curriculum highlights: Spanish and Entrepreneurship, Spanish in the Community
	+ Lived with a host family with no English speakers. Traveled on weekends to various places in Costa Rica, Panamá and Nicaragua.

**Positions Held**

 **University of Illinois at Urbana-Champaign**

Lecturer, Department of Linguistics August 2015-present

* + Teach both ESL Writing Courses and International Teaching Assistant courses, including lessons on both pronunciation and pedagogy, within the department.
	+ Serve on committees, including the Curriculum Evaluation Committee, aimed at evaluating the lessons already available to TAs and lecturers, and the Graduate Student Writing Needs Committee, seeking to evaluate the success of the current program, additional needs by current students, and future changes that could be made to the curriculum and program structure.
	+ Evaluate and update curriculum through weekly level meetings with TAs and lecturers and monthly curriculum meetings with lecturers and the Curriculum Coordinator.
	+ Hold a required professional development seminar for TAs in the department.

CITL Online Student Support Specialist June 2015-November 2015

* + Answered student inquiries into the iMBA program regarding program structure, advising, and program expectations, and communicate with the College of Business and CITL staff to address the needs of current and prospective students.
	+ Worked with the programmatic services team to prepare for upcoming courses with term prep, welcome emails, and updating registration needs.
	+ Co-led the Online Student Advisory Group, working with the members to discuss the online learning experience. Create activities and communicate with members to both improve our understanding of student needs, as well as better prepare future students for online learning.

ESL Writing Service Courses Teaching Assistant August 2013-May 2015

 ESL 505 Instructor

* + Instructed graduate students in the College of Business about international communication in their field. Topics covered are presentations, various written forms of communication and cultural competency.
	+ Revised and create all lessons for this course, including adjusting learning objectives to better fit the needs of the students. Design a unit assignment to give students an opportunity to learn about communication norms across the globe. Tutor students needing help with written and oral work outside of the course.
	+ Received a score of “outstanding” on ICES forms in both classes, earning a 4.8 and 5.0 respectively.

 ESL 501 Instructor

* + Taught the second in a set of courses designed for international graduate students to complete the language requirements of the Graduate College
	+ Worked individually with students on research papers from their disciplines, ranging across many colleges, as well as analyzed as a class the variation in research and academic writing methods across fields.
	+ Worked with other instructors to design a plan for curriculum change in the coming semesters.

 ESL 500 Instructor

* + Led a set of courses on academic writing and presentation for graduate students who have scored lower than the required score for entrance into the Graduate College on the TOEFL. Developed lessons with minimal guidance provided by the coordinator of the program.
	+ Participated in training sessions for various course management systems and weekly level meetings. Created four curriculum development projects to improve the service courses. Completed four hours of professional development per semester by attending seminars. Observed two instructors and one Head teaching assistant from the Service Courses.
	+ Received a 5/5 rating on student ICES evaluations and the highest possible coordinator evaluation rating.

 ESL 112 Instructor

* + Teach undergraduate students the second of a set of courses that fulfills the university rhetoric requirement. Facilitate development of students’ academic writing, presentation and research skills. Build all lesson plans based around course syllabus.
	+ Design several curriculum development projects to build the foundation for this course, which is new for the semester. Complete at least four hours of professional development and attend weekly level meetings. Observe two instructors from the Service Courses.
	+ Received a 4.9/5 on student ICES evaluations and appeared on Teachers Rated as Excellent by their students.

 Honors Project Creation Committee

* + Created a project with two coordinators and a peer for students seeking honors credit in the ESL Writing Service Courses. Constructed the project overview, rubric and agreement for the additional project, and revised these according to peer and coordinator feedback. Implemented with two students from ESL 112.

 Curriculum Evaluation Committee

* + Review each lesson from the ESL 500, ESL 501, and ESL 112 websites. Evaluate lesson based on content, objectives, organization, placement in the course and suggested activities and homework. Flag lessons for removal, revision, or success.
* English Placement Test Advisor and Scorer August 2013-January 2015
	+ Determined exemption status for the ESL Writing Service Courses graduate and undergraduate courses based on student essays.
	+ Interview students in order to determine placement for the Pronunciation Service Courses.
	+ Advised students regarding placement, registration, course descriptions, and availability.
* Language Test Development Research Assistant December 2014-May 2015
	+ Produced test content based on the English Placement Test specs.
	+ Created and rewrote test specs to assist the development process and implementation of the EPT, both online and on campus.
	+ Provided feedback on test content through weekly meetings.

 **Urbana Adult Education Center**

ESL Low Intermediate Instructor February 2015-May 2015

* + Design five skill materials for adult learners of all ages and first language skill levels.
	+ Evaluate learner needs through assessment of student work, program test scores, and in-class interaction. Create a curriculum plan based on this assessment.
	+ Teach materials that will help students adjust to life in the United States and the Champaign-Urbana community, as well as integrate materials required for grants.
	+ Work with faculty to align program goals and curriculum.
	+ At the conclusion of the Spring 2015 semester, saw a significant rise in student scores, helping secure grants for the upcoming semesters.

 **Unity High School –** Tolono, IL

* Spanish instructor Fall Semester 2011
* Taught Spanish I, II and III for a teacher involved in an accident. Began without any preparation beyond a copy of each textbook. From a familiarity with these texts, felt them insufficient and developed curriculum and lesson plans for the semester for six classes, including lesson plans, tasks and assessments. Implemented unique ideas into the curriculum from outside the scope of the textbook. Attended all faculty meetings and workshops.

**Seminar Instruction and Administration**

**Academic Conversation Skills Workshops (through ESL)**

* Small Group Discussion October 2015
* This session talks about the importance of small group discussion in learning and in adjusting to the culture of education in the US. We compare this with countries across the world, and focus on how small group work is done in the US. The workshop will utilize small group discussion as a means of practice as we learn about the mechanics of this common classroom activity.

* Whole Class Discussion September 2015
* This workshop focuses on the common American academic practice of full-class discussions. We will examine the role of discussion in classrooms, as well as discuss the view of learning in the US classroom. We will look at cultural variations in interaction style, and learn to use effective phrases and body language for classroom participation, as well as practice entering discussions in the classroom setting.

**Graduate Academy (through CITL)**

* Teaching in a Diverse Classroom August 2015
* This seminar will aim to cover the basic strategies of teaching in a classroom comprised of students from many different cultural and educational backgrounds. Attendees will be incoming teaching assistants, and the format will be a discussion and workshop to address the challenges and remedies that come with teaching a multinational group, as well as how to make the most out of having a culturally diverse group of students.

 **Academic and Professional Skills (through UIUC ESL)**

* Academic Culture in the United States April 2015
* This seminar focused on the expectations in American classrooms and how our academic culture impacts these expectations. In the first portion of this seminar, I covered the most pertinent aspects of academic culture that impact international students. In the second portion, students asked questions and discussed their experiences that have been most challenging in adjusting and succeeding in this culture.
* Names and Email in an Academic Setting May 2014
* International students are often challenged by how to address classmates and instructors in an academic setting due to various titles, arrangement of names across nationalities, and cultural norms. Students first learned how to identify first and last names, as well as middle names and titles.
* Another struggle for students and faculty coming from different cultural backgrounds is understanding the norms regarding email. The second part of this seminar was a workshop on creating emails for various purposes, such as a request, inquiry, or complaint.

 **College Teaching Effectiveness Network (through CITL)**

* Teaching International Students November 2014
* This workshop was designed for TAs, lecturers, and faculty of the university. I designed the workshop and found three other instructors across campus who have success in teaching in a diverse classroom. The first section of this seminar involved myself and the other speakers sharing some of our thoughts on what makes a successful instructor for students across cultures. The second portion of the seminar was taking questions and initiating discussions on topics that those attending the seminar found most challenging.

**Volunteer Teaching Experience**

 **University of Illinois at Urbana-Champaign**

* College Teaching Effectiveness Network May 2014-May 2015
	+ Volunteer on a committee of graduate teaching assistants and faculty taking an interest in improving instruction and assisting TAs with struggles in teaching, including encouraging communication, facilitating successful discussions, and positions in universities and community colleges.
	+ Organized and facilitated a seminar on teaching international students. Served with faculty members on a panel to address the topic, as well as answer questions of those in attendance about ways to improve instruction for these students.
* ESL Pronunciation Tutor February 2014-May 2015
	+ Tutor a student through a sound production problem. Identify the student’s issue and create lessons to target this issue. Work with the student to improve pronunciation.
* ESL Grammar Tutor Fall 2013-May 2015
	+ Tutor a student through grammar topics both at my direction and the request of the student. Formulate lesson plans to address the issues and meet with the student to teach the lessons. Assist in identification of resources to help the student in furthering her learning. Project began for EIL 422 and continued at the request of the student.

* EIL 411 – Adult Special English Class Instructor August 2010 – December 2010
	+ Designed a lesson plan for various units as well as taught and observed an adult English as a Second Language one night per week in conjunction with a class from the Master’s in TESL program.

**Urbana High School -** Urbana, IL

* Spanish and ESL Tutor September 2009 – October 2010
	+ Tutored Latino students with language barrier problems in history, math, science, driver education and English. Assisted in teaching two English as a Second language classes and one science class for ESL students. Tutored students in a variety of levels of Spanish.

**Biblioteca de San Joaquín de Flores -** Heredia, Costa Rica

* English as a Foreign Language Instructor January 2010 – May 2010
	+ Designed lesson plans and taught free English as a foreign language class for children ages 4-10 at beginning levels of English. Classes were taught primarily in Spanish to students in the early stages of English language learning.