

Wesley Boozer, Ph.D.

Professor—English, Liberal Arts, and General Studies

Energetic and Experienced in Planning, Organizing, and Delivering Instruction to Meet Individual and Diverse Group Needs

Highly organized and process-oriented educator with a Ph.D. in rhetoric and linguistics/composition and TESOL, and a strong desire to help students. Dedicated and results-driven with proven post-secondary and secondary teaching experience in English, including innovative instruction in composition, research, and literature, as well as professional and technical writing. Devoted to student-centeredness and passionate about providing impactful learning and classroom experiences, with extensive knowledge of instructional strategies and learning assessments. Experienced in designing innovative, blended learning materials using multiple media approaches and data analysis.

A deep understanding of instruction and learning methods, practice, and pedagogy and how they impact and are supported by technology, learning spaces, and services (LMS, curriculum management, evaluation, assessment, video capture, e-portfolio, etc.). Possesses skill in translating difficult concepts into accessible information through engaging content and activities.

Skills: *Strategic Planning • Instructional Design • Curriculum Assessment • Teaching • Content Design & Delivery • E-Learning • Higher Education • Lesson Planning • Service Orientation • Digital Learning • Classroom Management • Event Coordination • Learning Management Systems • Technology Integration • Educational Technology • Creative Writing • Documentation • Data Analysis • Active Listening • Training & Development • Diversity & Equity • Leadership Development • Public Speaking*

Technical Skills: *Brightspace/D2L • Blackboard • Canvas • Smarthinking • Turnitin • Tegrity • MS Office • Banner • Starfish*

Highlights

- Created and delivered experiential, student-centered writing courses via innovative technology and evidenced best practices to over 3,500 university students of diverse backgrounds, including ESOL-educated immigrants, nontraditional adult learners, dual credit high school seniors, and military personnel.
- Recognized with the “**Excellence in Teaching**” Award at Hodges University in 2020.
- Worked on various committees dedicated to rubric development, strategic planning, SACS (Southern Association of Colleges and Schools) reaccreditation preparation, QEP (Quality Enhancement Plan) planning, event planning and promoting diversity on campus.
- Advanced diversity by providing equitable resources and integrating inclusive educational practices that identify and remove barriers to the success of groups historically underrepresented in higher education.
- Delivered co-curricular presentations on such topics as the writing process, research methodology, the history of English, musical theatre, and Scandinavian authors to augment classroom learning for students from across my university communities, as well as the non-academic communities outside my universities.
- Edited and published a student literary journal, *The Sextant*, which promoted and circulated students’ creative writing.
- Awarded the I.U.P. Foundation Fellowship.
- Served as Assistant Director of The Writing Center at Indiana University of Pennsylvania.
- Fostered team-oriented communities of educators to improve community morale, incentivize employee collaboration, and increase student recruitment and retention.
- Presented my dissertation, *A Writing Teacher Learns from his Students: The Symbiosis of Student-Centered Pedagogy and Teacher Research Methodology*, at domestic and international conferences on education.

Career History

FULL-TIME TEACHING EXPERIENCE

THE PENNSYLVANIA STATE UNIVERSITY, STATE COLLEGE, PENNSYLVANIA | 2023 to Present

Associate Teaching Professor, Department of English in the College of Liberal Arts

Teaching processed-based, student-centered courses in rhetoric and composition on Penn State’s main campus.

HODGES UNIVERSITY, NAPLES, FLORIDA | 2005–2020

Professor, School of Liberal Arts & General Studies

Developed and taught courses on campus and online in English composition, advanced English composition, English fundamentals, professional writing, creative writing, student success skills, literature for leadership, the novel, and advanced topics in literature. Collaborated with colleagues on SACS reaccreditation, strategic planning, QEP development, and the creation of university-wide writing rubrics, among other academic and social committees.

- Emphasized student-centered learning for a non-traditional and diverse student body composed of, among other demographics, adult learners, high school seniors, and recent immigrants with remedial literacy skills in English.
- Provided data on the effectiveness of instructional programs and collaborated with team teachers on best practices for lessons and activities.
- Planned, designed, and delivered lessons/materials/instruction using MCTs (Master Course Templates) in both traditional, textbook-oriented and OER (Open Education Resources) formats.
- Assessed learning and designed courses using multimedia technology: Brightspace/D2L, Blackboard, Canvas, Turnitin, Tegrity, Starfish, Banner, and Smarthinking.
- Integrated technology during instruction to utilize a student-centered pedagogy incorporating writing workshops, small group work, individual conferences, and lectures.
- Developed and administered formative assessments and instructional strategies using pedagogical best practices.
- Set up proper intervention techniques and strategies via the creation of pre- & mid-course writing assessments, university-wide writing rubrics for general college and research writing, and the creation of departmental syllabi standards.
- Authored and presented cross-curricular student workshops on APA-style documentation, grammar & writing style, and research writing.
- Authored guidelines for filming course videos for the H.U. Programmatic Quality Department.
- Served on committees for strategic planning, SACS reaccreditation preparation, QEP planning, graduation planning, H.U. Holiday Party planning, and H.U. Faculty Talent Show planning.
- Served on the Strategic Planning Writing Subcommittee and the QEP/Johnson School of Business Writing Assessment Team.
- Served as Fulbright Program advisor.
- Served as Chair of Entertainment of the H.U. Diversity Festival.
- Served on the Steering Committee for the H.U. Diversity Festival.
- Served as Chair of the H.U. Assessment Institute for the Development of a Cross-Curricular Writing Rubric.
- Served as an extracurricular, community lecturer for the H.U. Center for Lifelong Learning.
- Served as Editor of the H.U. student literary journal, The Sextant.
- Wrote and directed the first place winning skit for the School of General Studies at the 2015 Hodges University Faculty Talent Show.
- Wrote and directed “Lean on Us—A Skit with Music” for the faculty of the School of General Studies to perform for incoming students at New Student Orientation.
- Performed all duties and maintained all standards following college policies, procedures, and core values.
- Elevated from Assistant to Associate Professor, 2010
- Elevated from Associate to Full Professor, 2016

CAESAR RODNEY HIGH SCHOOL, CAMDEN, DELAWARE | 1997–2000

Teacher, English and Social Studies

- Led instruction designed to address the goals and objectives for courses in literature, American history, and world history.
- Completed quarterly reports and educational assessments, participated in the analysis of behavioral data, and supervised instructors in the implementation of instructional activities.
- Oversaw planning and implementation of daily lessons; development of student goals, objectives, and instructional methodology; and completion of data collection regarding daily student performance.
- Listened to and respected the opinions of other staff; communicated effectively with staff and parents; and fostered tolerance and understanding of ethnic, cultural, racial, and religious differences.
- Considered the interest level and attention span of students in all learning activities; and made allowances for differences in intellectual maturity levels among students.
- Ensured clear, objective, and timely reports of student progress were offered to students and parents.
- Demonstrated and encouraged mutual respect among students; used positive reinforcement with students.
- Served as director for the drama club and as faculty advisor for the state-champion Academic Bowl team.

ADMINISTRATIVE EXPERIENCE**INDIANA UNIVERSITY OF PENNSYLVANIA, INDIANA, PENNSYLVANIA | 2001–2002****Assistant Director (as a Ph.D. Candidate), IUP Writing Center**

- Trained writing tutors, organized their weekly schedules, and tutored graduate and undergraduate students.
- Authored and administered workshops both on-campus and online covering topics of peer response, thesis statements, resume writing, plagiarism, conducting research, and MLA & APA documentation styles.
- Wrote and delivered presentations about the writing process, grammar, research writing, style, and study skills.

PART-TIME TEACHING EXPERIENCE**DAKOTA STATE UNIVERSITY, MADISON, SOUTH DAKOTA | 2022–Present****Online Adjunct, College of Arts and Sciences**

- Overseeing design, development, and teaching of dual credit, online English composition courses via Brightspace/D2L.

INDIANA UNIVERSITY OF PENNSYLVANIA, INDIANA, PENNSYLVANIA | 2002–2004**Teaching Associate (as a Ph.D. candidate), Department of English**

- Taught courses in college writing, utilizing reader-response and process-oriented writing activities, as well as journaling, to engender a student-centered and reciprocally discursive classroom community.
- Served on the Steering Committee for the University Commission on LGBT Issues.
- Served on the LGBT Safe Zone.

WESLEY COLLEGE AT USAF DOVER AIR FORCE BASE, DOVER, DELAWARE | 1998–2000**Adjunct, Department of English**

- Taught courses in college writing and literature for composition to active duty military members via the planning and implementation of lessons in grammar, fiction, poetry, drama, and various styles of writing.

Education and Other Credentials**Ph.D., Rhetoric & Linguistics/Composition & TESOL**

Indiana University of Pennsylvania, Indiana, Pennsylvania | 2000–2007 | *GPA 4.0*

Dissertation:

*A Writing Teacher Learns From His Students:
The Symbiosis of Student-Centered Pedagogy and Teacher Research Methodology.*

Dissertation Director: Michael M. Williamson, Ph.D.

Readers: Laurel J. Black, Ph.D. and Jerry G. Gebhard, Ph.D.

Comprehensive Exams, April 2002

Comprehensive Exam Areas:

Multi-Cultural Composition: *C. Mark Hurlbert, D.A.*

Reading Theory: *Donald A. McAndrew, Ph.D.*

Writing Centers: *Michael M. Williamson, Ph.D.*

Granted Candidacy, July 2001

Graduate Assistant to Dr. Don McAndrew, 2000–2001

Graduate Assistant to Dr. Barbara Hill Hudson, 2000–2001

Recipient of the I.U.P. Foundation Fellowship, 2000

M.Ed., Secondary Education | Wesley College – Dover, Delaware | 4.0 GPA

B.A., Theater and Speech | Wagner College – Staten Island, New York | *Magna Cum Laude*

A.A., Modern Foreign Languages, emphasis in French | Wesley College – Dover, Delaware | *with Honors*

Presentations and Publications:

- “READ THIS #\$\$@!% EMAIL!!! - A Primer on Collegial Email Communication Skills.” Presented at Faculty Development Day, SUNY-JCC, Jamestown, NY, 2022.
- “APA-Style Formatting Made Easy.” Presented at the SUNY-JCC SOTA (Student Occupational Therapy Assistant) Club, SUNY-JCC, Jamestown, NY, 2022.
- “English can be Tuff: A History of our Diphicult Language.” Presented at Faculty Development Day, SUNY-JCC, Jamestown, NY, 2021.

- "Astrid Lindgren: Pippi Långstrumps Mor." Presented at The American Scandinavian Heritage Foundation, Jamestown, NY, 2019.
- "Grattis på födelsedagen Ingmar! The 100th anniversary of the birth of Sweden's greatest filmmaker, Ingmar Bergman." Presented at The American Scandinavian Heritage Foundation, Jamestown, NY, 2018.
- "Swedish Sirens: Hollywood and the Nordic Femme Fatale." Presented at The American Scandinavian Heritage Foundation, Jamestown, NY, 2017.
- "Isak before Africa: Karen Blixen in Denmark." Presented at The American Scandinavian Heritage Foundation, Jamestown, NY, 2016.
- "From Practitioner to Creator--a Teacher as Researcher." Presented at The European Conference on Education, Brighton, UK, 2013.
- Boozer, W. F. (2012, November). A writing teacher becomes a teacher researcher. *World Academy of Science, Engineering and Technology*, 71, 2295-2297.
- "A Writing Teacher Becomes a Teacher Researcher." Presented at The World Academy of Science, Engineering and Technology's International Conference on Higher Education, Paris, France, 2012.
- "To Amerika: August Strindberg & the Swedish-American Exodus." Presented at The American Scandinavian Heritage Foundation, Jamestown, NY, 2012.
- Boozer, W. F. (2009). *A writing teacher learns from his students: The symbiosis of student-centered pedagogy and teacher research methodology*. VDM Verlag Press.
- "Connecting Liberal Arts to Degree Programs: English Composition." Presented at the Hodges University Faculty Retreat, Fort Myers, FL, 2008.
- "Multiculturalism in the Writing Center." Presented at the National Conference on Peer Tutoring in Writing/Midwest Writing Centers Association Conference on the Prairie, University of Kansas, 2002.
- "Lesbian, Gay, Bisexual, and Transgendered Issues in an English Writing Classroom: The Students' Perspectives." Presented at the Adult and Community Research Education Forum, Indiana University of Pennsylvania, 2001.
- "Sexual Orientation in the 21st Century Classroom." Presented at The 2001 Pennsylvania English Conference, Indiana University of Pennsylvania, 2001.

Volunteerism & Hobbies:

- I have enjoyed travelling extensively, have visited 45 countries, and have lived for extended periods in the U.K. and France. Travel abroad programs for students are activities I am enthusiastic to support.
- While I was trained in music and theatre as an undergrad and have worked extensively in professional theatre and opera, my favorite performances are sing-a-longs at homes for people living with Alzheimer's disease and other forms of dementia. Memories of music and rhythm remain long after other memories have faded, and participating in moments of cognitive awareness with these patients and their families is a moving and deeply rewarding experience. As both a teacher and a performer, the classroom for me is really just another stage, and teaching, another opportunity to reach out, create connections, and nurture awareness.