

Excellence in Teaching Award Portfolio

Submitted for the 2023 The Center for Teaching Excellence in Teaching Award



**UNIVERSITY OF
GEORGIA**

Savannah Jensen (She / her)

PhD Candidate

English Department

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Franklin College of Arts and Sciences
Department of English

December 12, 2022

Members of the Selection Committee:

The Department of English is honored to nominate Savannah Jensen for the Excellence in Teaching Award. Ms. Jensen has been selected as our nominee based on her consistently outstanding record of teaching, her voluminous and thoughtful service to the First-year Writing (FYW) program, and the leadership that she has provided to her fellow GTAs in the service of helping them to improve their own teaching through the difficult conditions of the pandemic.

Ms. Jensen is an outstanding writing instructor. She has consistently received both superlative ratings and comments from her students throughout her time teaching in FYW. On course evaluations, students have described her as “an amazing instructor ... truly a gem” who is “always available to help, no matter the problem” and is “very passionate about her job.” Other students echoed comments about her care for her students and the subject matter, saying that Ms. Jensen is their “favorite English teacher [they] have ever had,” and that she is “an incredible teacher that truly cares about who you are as an individual, how you are doing mentally, and how she can help you succeed. She also gives intriguing, yet challenging work that has stimulated [their] learning and [their] ability to write.” Her teaching style was particularly noted in evaluations for helping each student “grow and become a better writer;” in fact, many students have specifically singled out their growth as writers and readers in her class and attributed this growth to her leadership as an instructor. Her evaluations have been well above average for the duration of her teaching career at UGA, and often rank near the top of all FYW instructors. On the Fall 2020 course

evaluations, her teacher effectiveness score was 4.89 out of 5, one of the highest in our program. In Fall 2022, her effectiveness score was similarly exemplary at 4.83, again, putting her well above average.

Ms. Jensen's instructional techniques bear out these evaluations. Joshua King, the FYW Associate Director, has observed Ms. Jensen's English 1101 classes twice this semester, once on a "gamified" field-trip to the Main Library, and once in a traditional classroom setting. The library field trip used the Goosechase phone app to structure and track a series of library-based scavenger hunt challenges designed to teach students about the library's layout and available resources. As the class progressed, students' pictures of themselves holding or pointing to found objects populated the app's timeline. Ms. Jensen awarded in-game points and responded with affirmations to each post, and students commented that they enjoyed the process. In a later, more traditional class, Ms. Jensen engaged students in a well-paced and interactive session about academic writing as a genre. She used a PowerPoint presentation to structure class and elicit questions, and she moved students organically from a broad discussion of the rhetorical situation around academic writing into their specific experiences with writing for academic assignments. Her pacing, active learning techniques, and familiarity with the writing process were all impressive, and her students responded with sophistication and candor. Students demonstrated an admirable "double-vision," simultaneously exhibiting an interest in their writing and in the larger rhetorical pressures that motivated and constrained that writing. Ms. Jensen has also performed IRB-approved research on her teaching practices, examining the impact of a "House Cup" activity inspired by gamification research and the *Harry Potter* franchise.

Beyond her innovative and dedicated teaching work, Ms. Jensen is a reliable and enthusiastic asset to the First-year Writing program. She was elected by her peers for two one-year terms on the FYW Committee, where she was an extraordinarily active member, helping to shape and innovate FYW policies and assessment tools. In 2020, she served on a subcommittee that redesigned the standard FYW rubric, and the revised assessment tool has received significant acclaim from other UGA instructors. Later, she presented on the rubric redesign process with two UGA faculty members at the prestigious Conference on College Composition and Communication, and the online panel drew over seventy attendees. In

2021, Ms. Jensen worked on an FYW subcommittee to create a new set of learning outcomes for English 1101 designed around significant threshold concepts for students learning about writing and rhetoric. Ms. Jensen's contributions in working meetings were always thoughtful and well-informed, and she took initiative to perform additional research and create useful resources for the subcommittee to reference.

When the FYW program launched its new rubric structure in 2021, Ms. Jensen also collaborated in the design and execution of a training session for a large group of new and returning teachers in the rubric's theory, structure, and application. She collaborated with other TAs and our office to plan and deliver a multi-day orientation session, for which she and her collaborators even created props: laminated rubric sheets with attachments that would let participants customize physical representations of the program's new customizable rubric structure. The session was extremely productive, and our office continues to use those training materials to this day.

In summary, as her students testify, Ms. Jensen is an outstanding teacher of writing. She has served the department, her peers, and all FYW students with her teaching, her research, and her service to the department. In many ways, Ms. Jensen more closely resembles a fellow faculty member than a graduate student. We are confident that she represents the best of UGA's graduate teaching assistants and respectfully submit that she is deserving of the Excellence in Teaching Award.

Sincerely,

Nathan Kreuter

Nate Kreuter
Associate Professor and Director of First-year Writing

Personal Statement

Dear Members of the Selection Committee,

My name is Savannah Jensen, and I am a fifth year doctoral student in the English Department where I teach First Year Writing, literature survey courses, and work as a consultant in the Writing Center. Because I work primarily with first year students, I believe that it is my responsibility as an instructor to help students understand what is expected of them in a university setting as well as what resources are available to help them achieve their goals. In the following packet, I would like to show you how I have strived to create stronger ties between students, students and instructors, and students and campus resources.

Some of my favorite experiences have been working with clients at the Writing Center. When I work as an instructor, I often find that there is a barrier between me and my students because of the teacher-student power dynamics. In contrast, as a consultant, I am both a mentor and someone that they can share their successes and frustrations with. These experiences keep me grounded and remind me that as instructors we are always working with individuals that have their own dreams and challenges. We are never just working with students.

Influenced by Writing Center practice, my teaching practice is grounded in communication. I strive to find ways to involve students in the design of the course so that the course becomes a collaborative space. Some semesters I have done this by involving students in the selection of course reading. As you will read in the portfolio, at other times it has involved students in the assessment of their work, my way of centering students and their goals. My aim is always to make sure that students feel that their perspective is valued.

Because I believe communication between students and instructors is essential to students' success, I've devoted my time to projects that help facilitate communication between instructors and students. I've been fortunate to have the opportunity to serve on the First Year Writing Committee and been given opportunities to have an impact on our department's teaching practices. I served on two subcommittees; one subcommittee redesigned FYW's standard rubric and created a Dynamic Block Rubric that gave greater flexibility to instructors while adding layers of specificity that facilitated better communication of learning outcomes to students. The second subcommittee revised ENC 1101's outcomes to more clearly demonstrate the fundamental concepts that we believe students should encounter in the course. If we are to help students understand the value of our courses, we need to be intentional in the way we communicate those goals.

I would like to thank the English Department for their consideration and all those who have helped me to become the best educator that I can be.

Savannah Jensen

Teaching Philosophy Statement

When I first started teaching, my students asked me why they had to take general education classes. They didn't understand how the core curriculum connected to their lives or professional goals and saw these classes rather as a series of tedious hoops to jump through. Their question, however, profoundly shaped my view of teaching: teaching, for me, is about facilitating connections. Thus, I strive to design all my courses around connecting students to the content, to each other, and to opportunities outside the classroom.

Ultimately, the goal of any class is for students to take what they've learned and apply it to other situations. Yet transfer is often difficult to achieve. One way I've helped students to connect close reading and writing skills outside of the literature classroom is with a comparison essay. I had students close read a piece of Elizabeth I's writing and a resume they created. The assignment asked students to think about the range of their whole identity. Was all of it reflected in their resume? Was Elizabeth I's whole self reflected in her writing? Can any one piece ever reflect a whole person? By actively comparing both writing situations students identified how what they were learning in class could be applied to their own writing outside of it. For students who may not have mentors to guide them to campus resources that can help them develop similar practical skills, I want to provide a space for them to learn and practice. For me, coming from a working class background, creating a class where students can encounter practical skills framed by meaningful content is a practice in creating an equitable college.

Alongside content and skills, the college experience is a highly social one. Students want to connect to one another, and when they do, they are often more engaged in what they are learning. When students connect to one another, they can share resources and offer emotional support in a way I can't as their teacher. To facilitate those connections, I've experimented with gamifying my first-year writing courses. I constructed a game that would run alongside the course. Students were put into groups of 4-5 students. Groups came up with a team name and earned points by participating in class activities, visiting during student drop-in hours, or going to the Writing Center. The next semester, I followed up with students through an IRB approved survey and interviews to understand their experience. My research found that putting students in cohorts and giving them a reason to regularly interact built a strong classroom community. When surveyed, 73% of respondents made one or more friends over the course of the semester. And when asked if they had felt they had learned from a teammate over the course of the semester, 66% respondents felt that they had. Ensuring that I create an environment where students can connect to one another, with or without games, has become an essential part of my pedagogy.

But connections shouldn't stop at the classroom door. I believe that part of my role as a teacher is to connect students to opportunities outside of my classroom. To that end, I strive to create assignments that help me get to know my students and their interests. For example, in a first-year

writing course, I had students research a topic that was meaningful to them. One student researched coral restoration. I knew that the nearby Mote Marine Laboratory had a coral restoration internship, so I made sure to bring the internship to the student's attention. In a one-on-one meeting, we discussed how to apply for the internship when applications opened. I believe it is the role of a teacher to support and encourage students, and to do that well, I have to know who they are as people so I can meet them where they are at and help them figure out where they want to go.

If my students were to ask me again why they take general education classes, I would explain that few things in life follow a linear path, and general education courses provide spaces to explore new content, develop new skills, and make connections that can support them over the course of a lifetime. What may not seem relevant now, may become profound in their eyes later. All it takes is being open to the possibilities in the moment.

Description of Courses Taught

ENGL 1101, First Year Writing I – Heroes and Monuments (Fall 2018)

In this course students explored what it means to be a hero and analyzed what happens when we turn real people into monumentalized heroes.

ENGL 1102, First Year Writing II – Ghost Stories (Spring 2019, Fall 2020)

Students used close reading and research essays to unpack what makes a successful ghost story before trying their own hands at creating a haunting piece of work and reflecting on their practice.

ENGL 1102, First Year Writing II – Shakespeare and Artists' Books (Spring 2020) Students examined how works are influenced by their mediums. First, they asked what is missing when a play is only read. Collaborating with Special Collection Librarian, Anne DeVine, students also looked at Artist's Books to see how form influenced the books' message before the beginning of the pandemic.

ENGL 2310, Introduction to British Literature to 1700 (Fall 2021, Spring 2022)

This course used Fan Theory to explore Arthurian Literature, Reacting to the Past Games to help students get into the minds of early modern theater troupes, and compared Elizabeth I' characterization of herself to students' own resume writing.

ENGL 1102, First Year Writing II – Academic Writing sans Academic Genres (Fall 2022)

In this course students asked, what is academic writing? And how can we use the skills developed in academic writing in other genres such as reviews, memoirs, and childrens' books.

Guest Instructor | Louis Stokes Alliance for Minority Participation (LSMAP) Summer Bridge Program |2020-2022

Sample Teaching Materials

Goose Chase

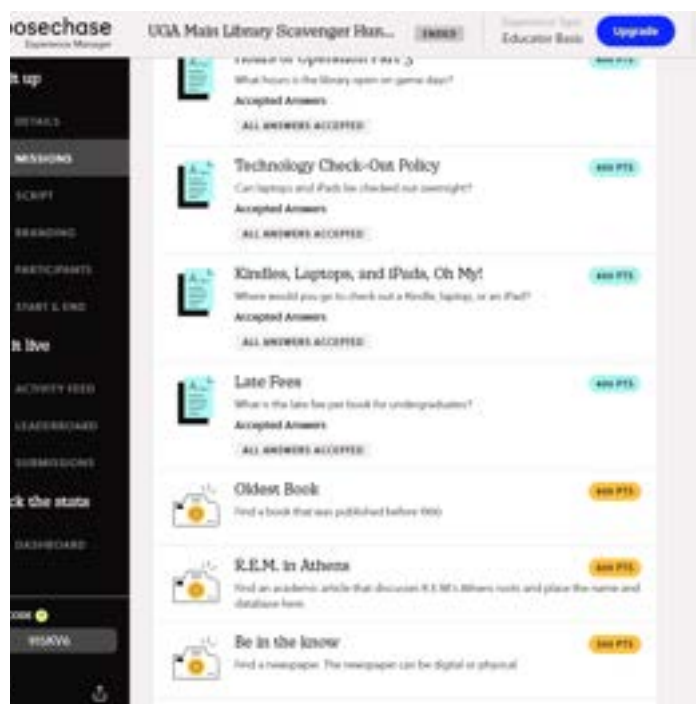
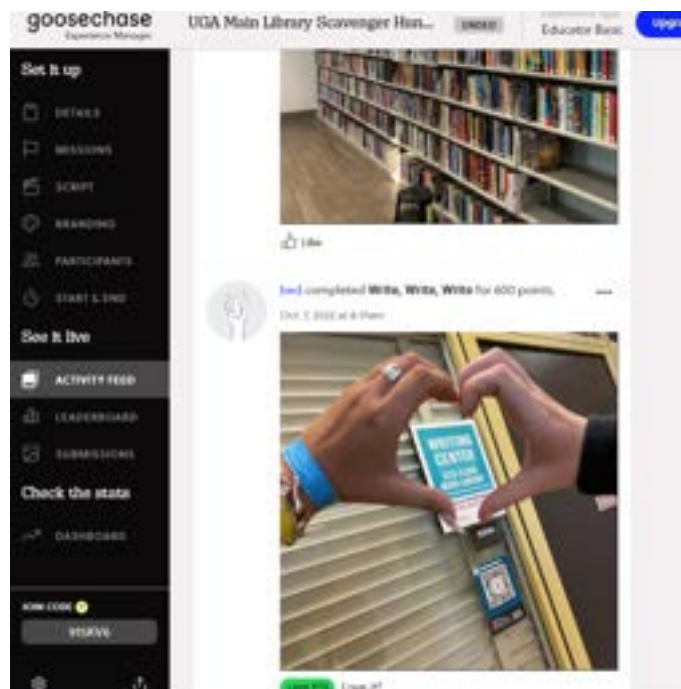
One of my favorite activities to do with First Year Writing Students is to do a scavenger hunt in the Main Library.

As first year students, many of my students have never been inside the Main Library before this activity. This activity has several goals for students.

1. To practice navigating the Main Library space
2. To practice finding physical resources
3. To make students aware of library resources including research librarians, library events, loanable technology, and printing
4. Build community among students

For the scavenger hunt activity, I use the app GooseChase and split my students into five teams. During our class time, students explore the library and complete missions that I've designed to help them discover library resources. I digitally observe students from the cafe area, correcting wrong answers, giving hints when necessary, and giving extra points for creative answers.

After the activity, students often report more comfort navigating the Main Library and using it as a study space. They also often report a stronger sense of community from the time spent exploring and being silly with classmates.



Modified Contract Grading

After reading Asao Inoue's *Labor-Based Grading Contracts* in the summer of 2020, I became cognizant of the ways in which my own personal biases influenced my grading practices. While I agreed with Inoue's argument that a labor based assessment or a pass / fail system would produce more equitable grading practices, as a graduate teaching assistant in a First Year Writing program that used the same rubric for all assignments, I wasn't in a place to make those kinds of changes to my course. Still, I felt it was important to find ways to minimize bias in my grading practice and to give students more opportunities to succeed.

My solution was a modified contract grading system.

At the time our department's rubric described an A paper as,

"Your writing stands out because of one or more of the following characteristics: complexity, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth."

The criteria for an A paper were vague and open to the interpretation of the individual instructor. Rather than centering myself and explaining what I thought those criteria meant for our assignments, I centered my students' perspective by having them assess their own writing and writing processes instead. The 10% of their grade that would normally determine if they wrote an A paper became theirs to judge. At the beginning of our projects, I asked students to set two goals using the SMART (Specific, Measurable, Achievable, Relevant, Timebound) goal setting method. They let me know what their goals were and how they would assess themselves. Once the paper was finished, students reflected on their goals and assessed if they had met them.

Students set a variety of goals including time on task for a set number of hours per week, applying concepts learned in class to the project, or taking advantage of resources such as the Writing Center.

To respect students' agency, I only intervened on a student's judgment once when a student marked herself at a 5/10 because she had not been able to meet a daily writing goal while she was sick with Covid-19. We discussed how she could give herself more credit for adapting to unforeseen circumstances.

I followed up with students with an anonymous survey to understand their perspective on modified contract grading. Overall, students responded positively to the modified contract grading, as can be seen in the response graph below.

Q4 - Was the grading system for Projects 1 and Project 2 useful for you as a writer?



Students generally felt the modified goals gave them a greater sense of control over their grade and that motivated them to work on the projects. In their reflection on their goals, students often came to a better understanding of their writing process and how much work they needed to put into a project and what environments they worked best in. My success with this method of teaching would place it in our department's revised rubric under the Student Goals' block.

What Students Had to Say about Modified Contract Grading:

"I actually like it a lot. It helps push me to be honest about my work. Right now, it is kind of hard to keep to goals because you never know what type of obstacle is going to be thrown in your way, but it helps us practice adapting to changes"

"I like being able to have a say over 10% of my grade, and I like setting goals that I know are going to help me."

"I think it is a really important element of the projects that we have done, as it requires us to go back and check ourselves on how closely we are sticking to our original intentions with the project. I think making this process 10 percent of the project's final grade challenges us to be honest with ourselves with our writing process and the amount of effort we truly spent sticking to our goals. "

"I think knowing that following these goals is a portion of the final grade forces me to check back on them throughout the drafting and editing, which has resulted in better results in my writing."

Innovative Teaching Projects

First Year Writing Rubric

In the Spring of 2021 I worked on a First Year Writing subcommittee with fellow graduate student, Annelise Norman; Assistant Director of FYW, Joshua King; and Writing Center Director, Becky Hallman Martini. We were tasked to revise our department's standard rubric that was used across all First Year Writing Courses.

My initial contribution was to catalog all major assignments from the previous semesters. I found that our instructors used at least 41 unique assignments that fell broadly into 7 categories. Once we understood the scope of assignments that our instructors were using we discussed our current rubric. We found that we valued the rubric's flexibility. It could be applied no matter what assignments our instructors used. But we also found particular areas of concern. The criteria for an A level paper was vague, the rubric supported some assignments better than others, and there was an overemphasis on Standard Edited English that could disadvantage second language speakers.

We asked ourselves, "How do we make a rubric that is both more specific and more flexible?"

Our solution was a Dynamic Block Rubric. In our Block Rubric system, we created a standard vocabulary based on important concepts that First Year Writing Students may encounter. You can see our concepts in the visual below.



Each block comes with a standard definition from the department, but instructors are encouraged to customize their definition based on their assignments to show students how definitions change

across contexts. For example, what counts as evidence in a literacy narrative would not be the same as what counts as evidence in a research essay.

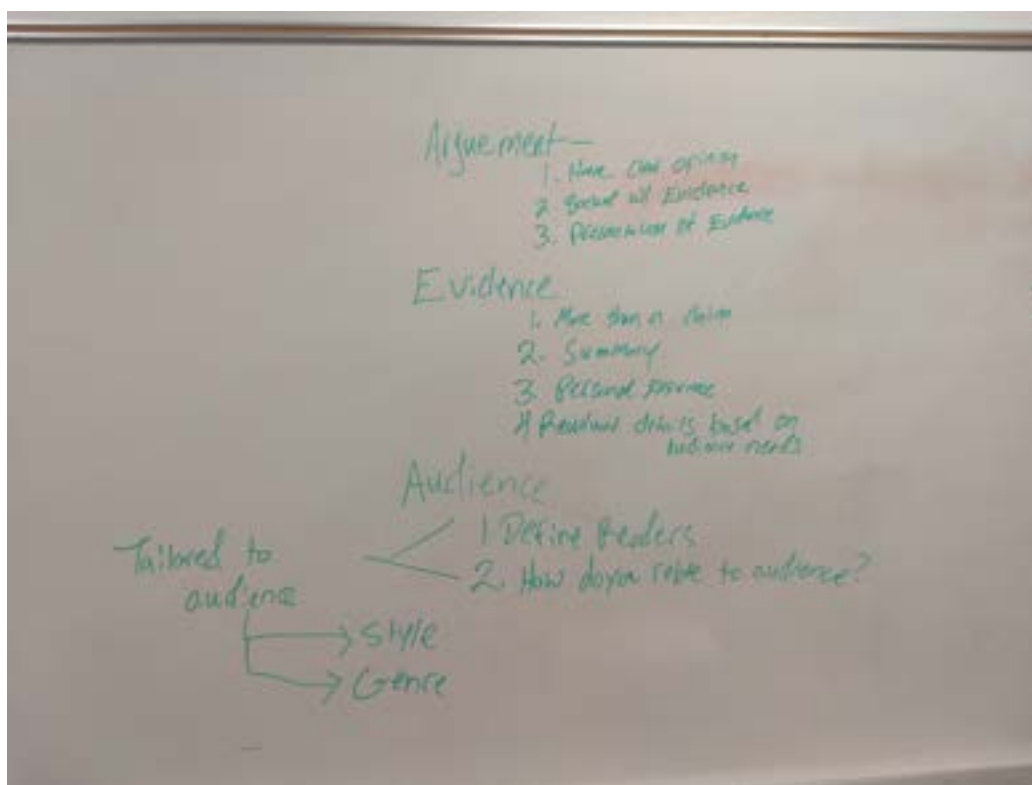


Image from a class discussion of block terms and how it applies to our current project on writing a review.

In addition to creating a shared vocabulary, the Block Rubric helps instructors communicate learning goals by limiting the number of blocks used in any assignment. When using the Block Rubric, instructors can select from 3-6 blocks. One of these blocks must always be the Process block to acknowledge students' labor and our department's valuing of that labor. By limiting the number of blocks instructors use to assess a given assignment, students are better able to focus their efforts on the most important learning concepts.

Fellow graduate student, Gabrielle Stecher and I trained the department on the new rubric system in the Fall of 2021. My co-designers and I would present our rubric at the National College Composition and Communication Conference in Spring of 2022 to a virtual audience of 75 members. We would then be invited to present our rubric at Cornell College the following summer.

The rubric was fully implemented in Spring 2022 and has since been used to assess thousands of assignments per semester. It is our hope that the rubric serves as an effective communication tool between students and instructors.

First Year Writing (ENC 1101) Outcomes

After working on the FYW rubric, I served a second term on the FYW Committee and on a subcommittee with Joshua Hussey and Joshua King to revise our ENC 1101 outcomes. In the subcommittee I proposed a new organizational structure for our learning outcomes based on Linda Adler-Kassner and Elizabeth Wardle's book *Naming What We Know: Threshold Concepts of Writing Studies*. Adler-Kassner and Wardle's threshold concepts identify the ideas that fundamentally shape Writing Studies. By organizing our learning outcomes by under the threshold concepts that our program most valued we hoped to better communicate course goals with students, instructors, and administration. You can see our learning outcomes below:

English 1101 Learning Outcomes

The following outcome statements are linked to threshold concepts, or ideas that promote transformation and growth. Our learning outcomes are arranged under four threshold concepts that are most important for students in UGA's English 1101 courses. Each concept includes a bulleted list of the learning objectives, suggesting how students will engage with these ideas in their 1101 courses.

Writing is a process: Students learning this threshold concept should:

- Produce writing through a sophisticated process that involves managing projects through multiple drafts, authoring new information, and using writing as a form of abstract problem solving;
- Reflect on how they evaluate their own and others' work;
- Develop individual practices for writing and revision.

Writing responds to a specific rhetorical situation. Students learning this threshold concept should:

- Engage with and respond to elements of various rhetorical situations such as audience, context, purpose, genre, multimodality, and discipline;
- Analyze and develop arguments made in response to varying rhetorical situations;
- Select, organize, and apply evidence appropriate to the writer's argument and readers' needs;
- Employ specific citation style guidelines and understand the underlying concepts behind discipline-specific citation practices.

Writing is a social act. Students learning this threshold concept should:

- Investigate written voice and writerly identity;
- Consider how context-specific identities or personas are generated through acts of writing;
- Give constructive feedback to peers, and thoughtfully incorporate feedback from others.

Writing relies on technologies. Students learning this threshold concept should:

- Create a variety of projects in different modes and media;
- Recognize that different technologies provide distinct advantages and limitations to the writer's process, peer review capabilities, and project design.

Professional Service & Presentations

Presentations

**“Handy Tools for Addressing
Microaggressions,”**

2022, Co-presenter, University of Georgia,
Center for Teaching and Learning.

**“Assessing Writing with Flexible Block
Rubrics,”**

2022, Invited Workshop Co-Facilitator, Cornell
College.

**“Making Up the Rules: Dynamic Rubrics and
Student-Centered Assessment,”**

2022, Co-presenter, College Composition and
Communication Conference, Virtual.

**“Relevance and Relatability: Teaching the
Early Modern World”**

2022, Invited Panelist, Mellon Early Modern
Research Cluster, University of Georgia.

**“Empowering Play: Games in the
Classroom.”**

2022, University of Georgia, Center for
Teaching and Learning

**“CW/WC: Exploring (Dis)Similarities in
Creative Writing and Writing Center
Practice”**

2022, Roundtable member, Southeastern Writing
Center Association Conference

**“Playground Learning: Games in the
Classroom”**

2020, Co-presenter, UGA Center for Teaching
and Learning Spring Teaching Symposium.
Athens, Georgia.

**“Friends from Class: Building Space for
Friendship in the Classroom”**

2019, Innovation in Teaching and Learning
Conference. Athens, Georgia.

**“Competition in the Classroom: Employing
Gamification in Introductory Classes”**

2019, University of Georgia Spring Teaching
Symposium. Athens, Georgia.

Service

**First Year Writing Committee Graduate
Representative**

2020 – 2022 | University of Georgia

Copy Editor for *The Classic Journal*

2020 – 2022 | University of Georgia

**Panel Speaker for Incoming FYW Instructor
Orientation**

2019, 2022 | University of Georgia

**Writing Consultant for Write@UGA Faculty
Writing Retreat**

2021 | University of Georgia

WatchDawg Workshop Organizer

2018, 2019 | University of Georgia

Publications

In Press: **“Escape the Citation,”** Co-written
with Emily Beckwith, *Dynamic Activities For
First Year Composition*. Edited by Michal
Reznizki and David T. Coad. 2023.

Sample Feedback

New idea / new paragraph It can be extremely easy for **children** **doesn't this contradict what you said in the last paragraph?** to enjoy the show because of the likable characters and goofy situations they find themselves in every episode. For example, one of my favorite episodes shows Ricky, Julian, and Bubbles attempting to smuggle an absurd number of drugs across the U.S. border, so they can sell them to Snoop Dogg. These insane plot lines and the personalities of the characters are what make the show watchable and gives it the following that it has. **This section here is a good example of a claim, evidence, significance. You tell readers why it's a good show, give an example, and explain why that's entertaining.** As a teenager who began watching the show last summer, I can say that I began watching at the right time because of the relatable problems that the characters face. However, I still believe that parents should refrain from showing their children this show. **I'm not sure how you're defining children in the review so far. Are you talking elementary school, middle, high school students? All of the above or a certain section?** Honestly, I think you may only need your 'not for children' disclaimer once. Otherwise it seems to take away from the overall point you're trying to make about whether the show is worth watching. Not for children also seems like a warning if your audience is primarily parents. Are they?

"A dog is a man's best friend" is one of the most influential quotes often brought to life by students, children, parents, adults, employers, and essentially people from all walks of life. Although the universe does not know exactly who said it first, over time this simple phrase has become one that is loved by many. It is the reason people smile when they pass dogs on the street or their eyes light up when they see puppies, or their hearts melt when they view sad dog commercials on TV. Simply put, a dog truly is a man's best friend. Therefore, I am choosing to fact check the article "why Dogs Make you Happy" because I know that this is valid in my own life, but I want to look farther and see how dogs or any pet effect the happiness and mental well-being of all of society. The genre of this article drew me in from the beginning because I love dogs, and dogs have always had a huge impact on my life. **I am writing this fact check for a wide variety of audiences because I want it to reach all types of people and opinions on the topic.** When fact checking this article, I am expecting to find that the majority of communities, families, students, children, and all people enjoy the company of a dog, making their happiness and mental health better. **To fact check my article, I will be looking across other sources. Meaning, I will bring in other articles and evidence to support the same claim in the article I am fact checking. Furthermore, I will question the credibility of the author, Susanna Newsonen, and I will also trace back the credibility of the sources she uses throughout her own article.**

Paragraph one: fact check through other articles/sources

One of the best ways to fact check an article is to go find other sources that support the same information presented in the article in question. To do so, I first found the argument or claim in the first article in order to find supporting articles with contradicting or supporting claims. In the article, "Why Dogs Make You Happy", [Susanna Newsonen](#) argues that dogs are significantly increasing people's happiness because they improve your mood, make you feel loved, lower stress levels, increase social life, and help maintain physical health (Newsonen 1). Likewise, the article, "I Walk My Dog Because it Makes Me Happy: A Qualitative Study to Understand Why Dogs Motivate Walking and Improved Health", explains how dog walking is not only making people's furry friends happy, but it is actually subconsciously increasing people's daily activity. A study conducted in the article found that "An owner briskly walking their dog for at least 30 min each day easily exceeds the 150 min recommended as minimum duration of moderate physical activity per week". Therefore, dog owners who take the time to walk their dogs daily are actually exceeding the minimum duration of exercise recommended by doctors each week. In doing so, they are doing something that not only makes them happy but keeps them healthy.

Furthermore, the article interviews people to see how their happiness is affected after taking their dogs on a walk. Samantha, someone who consistently walks her dog, explains that "With my job being quite stressful at times it is enjoyable. It might not seem like it when I am sitting there in and out

Comments

Page 1

Savannah

I'm not so worried about who you're writing for in this essay. And it will create a stronger tie between the sentence before and after it.

Savannah

I would take about a paragraph to summarize Newsonen's article before you jump into how you fact checked it. This will make sure you and your readers are on the same page.

You might cover some of these questions:
1. How did you find the article in the first place?

2. Where did you find it? (i.e. Is this from a source that you already trust or one that you don't know a lot about?)

3. What are Newsonen's claims? How does she support them? Is it scientific experiments? Does she use testimony from dog owners? Might she be biased?

4. Does Newsonen discuss people who might not like dogs? Is her focus primarily on her home culture or is she taking a global view? What might be the limitations of what she presents?

Savannah

For such a short essay like this, you don't really need to tell your readers what you're going to do. It's ok to just go ahead and do it.

Savannah

cite


Savannah

Your describing a new feature of the article.

Sample Syllabus Pages

LINKS TO STUDENT RESOURCES

Health and Belonging
[Student Care and Outreach](#)
[Counseling And Psychological Services](#)
[ASPIRE Clinic](#)
[Health Center](#)
[UGA Disability Resource Center](#)
[LGBT Resource Center](#)
[Center for Counseling and Personal Evaluation*](#)



Basic Needs
[Let All the Big Dawgs Eat Scholarship](#)
[Bulldog Basics](#)
[Financial Hardship](#)
[UGA HSC Food Pantry](#)
[United Way of North Georgia](#)

Academic Support: [Writing Center](#) and [Division of Academic Enhancement](#)

[Student Care and Outreach](#)




Naming What We Know, Classroom Edition: Threshold Concepts of Writing Studies
 Edited by Linda Adler-Kassner and Elizabeth Wardle
 ISBN: 978-1-60132-577-2
 Amazon Price: \$19.95
 Date Needed by 9/2/2022

REQUIRED TEXTS

Why Fish Don't Exist: A Story of Loss, Love, and the Hidden Order of Life
 By Lulu Miller
 ISBN-10 : 1501160346
 Amazon Paperback Price: \$17.99
 Audible Price: \$14.98
 Needed by 9/2/2022

Web Literacy for Students Fact Checkers and Other People Who Care About Facts.
 By Michael Caulfield
[Eas Here](#)

Optional: The Little Seagull Handbook, 4th Edition with MLA 2022 Update.
 ISBN 10: 0393877949
 Amazon Price: \$26.95
 Needed by 9/26/2022

RECOMMENDED PLACES TO SHOP

Shop local at [Book Store](#) in Five Points
 Shop second hand at [Abolbooks.com](#)
 Get a [Student Discount](#) on Amazon Prime

Qualitative Student Evaluations

“Professor Jensen was a joy to be with. She was very well-spoken, and clearly very knowledgeable on the content we went over. She generally was such a **caring and introspective teacher**—always asking for means of improvement and **always listening to students' needs**. Her alternative learning styles were a fantastic tool to better integrate the material into the course. Overall, amazing professor.”

“She was absolutely wonderful. I love her style of teaching and wish more professors at uga took her approach. She cared so much about her students and picked projects that not only were enjoyable, but really **taught the whole class lots of information secretly. We did our projects in were basically forced to learn but in a way that we didnt even realize it was happening**”

“She is very fair with grading. She **expects a lot out growth in your writing** which I admire.”

“Ms. Jensen did a great job teaching this class. I could definitely tell that **she genuinely cares about the success of the students**. She was very **helpful and reliable**. While Ms. Jensen helped me grow in this course, she also made the class **fun and enjoyable**.”

“I really enjoyed having Professor Jensen for my literature course! She was so helpful and understanding. **She is also very knowledgeable and gives great feedback**. She is very available inside and outside of class to provide help. She **prompts great discussions and gives her students plenty of creative freedom for their writing projects**. Her class was exceedingly interesting and entertaining, even for someone who is not a humanities-oriented student.”

“I really felt like the grading and number of assignments were fair. The three **projects were spaced out and explained really well**. I never felt overwhelmed and she kept all of us on a timeline to make sure we weren't stressed out.”

“Professor Jensen really helped me get excited about English and writing. She came up with **fun and insightful activities** that helped me in the writing process. Nothing we did felt like busy work as **it all had a purpose**.”

“She really made an effort to **allow her students to play a role in choosing what we read** and she put all of us into teams which made peer-editing and group activities less awkward as it was not the first time talking to our classmates.”

“I think Professor Jensen did **an excellent job facilitating discussion and challenging us to question our beliefs** or the beliefs of others. The material itself was unique to my general course studies but Professor Jensen's enthusiasm made me much more **encouraged to actively participate in both the course work and in-class discussions**. She did a great job during the course of contextualizing the historical environment and ideologies before units or pieces of literature.”

“Professor Jensen, even just as a graduate student, is one of the best and most personable professors I've ever met- you can tell **she really loves what she does**.”