Curriculum Vitae

MELISSA McCARTNEY, EdD

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| **SUMMARY OF QUALIFICATIONS** |

**EDUCATIONAL LEADER** with extensive experience in instruction, program and process management, and curriculum design. Background includes delivery and design of effective curriculum and training methods to improve faculty performance and student outcomes in higher education, vocational, and K-12 environments. Experience shows progressive and increased responsibility in academic administration. Leadership style is affirmative and transformative, founded on integrity, trust, and strong interpersonal savvy with a desire to build effective teams to work toward common goals.

***Adult Education – Curriculum Development – High-Risk Retention Initiatives – Assessment Evaluation***

***Project Management – Staff Training & Development – Program Development – Instructional Design***

***Leadership - Change Management – Gap Analysis – Data-Driven Decision Making – Teaching***

***Instructional Strategies - Policy Evaluation – Online/Ground/Hybrid Instruction – E-learning***

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| **EDUCATION** |

##### **Ed.D., Educational Administration & Leadership,** D.E.L.T.A. doctoral program, International and Global Issues in Education

##### Arizona State University, Mary Lou Fulton School of Education, Tempe, AZ

**Dissertation:**

*A Funny Thing Happened on the Way to the Hippocampus: The Effects of Humor on Student Achievement and Memory Retention*

In this mixed-method study, four instruments and a humor treatment were selected to test the hypothesis that students who receive humor-embedded instruction would perform better on assessments than students who did not receive humor instruction. These assessments were analyzed to show student growth in achievement and memory retention as a result of humor-embedded instruction. Gain scores between a pre-test and two post-tests determined student growth in achievement and memory retention. Gain scores were triangulated with student responses to open-ended interview questions about their experiences with humor in the classroom. While, the gain score data were not statistically significant between the humor and non-humor groups. For the short-term memory gain scores, the non-humor group achieved slightly higher gain scores. For long-term memory gain scores, the humor group achieved higher gain scores.

**Study Abroad:**

**Institute of Education, University of London**

A summer enrichment program was part of the D.E.L.T.A. doctoral program and took place at the renowned Institute of Education, University of London. The afternoons were reserved for visiting schools in London. However, the mornings were dedicated to offering a series of lectures international and global issues in education as well as interactive panel discussions: History of the UK education system, change and reform: international perspectives; multicultural and multilingual London; intercultural issues: faith/schools; education and social inequalities in England and Greece; education for democratic citizenship and diversity: national and cosmopolitan perspectives; school system and school leadership in Brazil; school systems and school leadership in China; language in the UK and Ireland: English only or English plus; school system and school leadership in Scandinavia (Denmark); and educational futures and sustainability.

**Instituto Cultural Oaxaca, Mexico**

Summer enrichment courses were designed to offer non-native Spanish-speaking students to provide the opportunity to study Spanish in a full-immersion environment. During the afternoons, our cohort participated in school visits, a series of lectures and panel discussions with local educational authorities and teachers. We had the opportunity to participate in a variety of cultural activities such as visits to nearby rural towns and interviewing striking teacher at cultural centers during a politically tumultuous time.

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**Education (Continued)**

**M.Ed., Curriculum & Instruction**

Mary Lou Fulton School of Education, Arizona State University, Tempe, AZ

Thesis:

*Sleep Deprivation, Start-Times, or Poor Time Management? The Problem with Motivating Adolescents*

This qualitative study examined the reported sleep patterns and academic activities of 150 adolescents over a two-week period. The researcher compared the data to research literature on secondary school start times, circadian rhythms, and time management skills of teenagers. The study validated previous research that adolescents do not receive the recommended hours of sleep and have cognitive difficulty until mid-morning.

Additional Research Concentrations:

Differentiated-learning, performance-based learning, impact learning, backward design, cooperative learning strategies, and student engagement initiatives

**B.A., Creative Writing**

University of Arizona, Tucson, AZ

Concentration: Non-fiction and poetry

Minor: General business

Additional studies: philosophy and political science

Language: Latin

**Student Advisor, Department of Multicultural Programs**

Taught study skill workshops, counseled students, created daily lessons, provided a resource network, and acted as a liaison between students in the New Start Summer Bridge program for 1st generation students from low-income families with university departments.

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| **CERTIFICATIONS** |

**Adult Education**, Arizona Department of Education Renewable

**English - Secondary**, Arizona Department of Education Renewable

**Human Research - Social / Behavioral Research Investigator and Key Personnel,** CITI Program Current

**Protecting Human Research Participants** - National Institutes of Health Current

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| **HONORS & AWARDS** |

**Classroom Champion Award,** College of Humanities & Sciences – University of Phoenix 2017

**President’s Award Nominee** – University of Phoenix 2016

**Outstanding Performance and Exceptional Commitment,** 2016

Instructional Technology and Learning -- University of Phoenix

**Inspire Award** - University of Phoenix 2011

**Outstanding Teacher of the Year** –City of Phoenix 2008

**Graduation Ambassador** (awarded by student body) – Paradise Valley High School 2002-2007

**Empty Bowls Grant** – City of Tempe 2006

**Apple Award for** **Excellence in Teaching**– Paradise Valley High School 2006

**Fresh Ideas Start Here (F.I.S.H.) Award** – Paradise Valley High School 2004

**Innovative Technology Grant** – Paradise Valley High School 2003

**New Teacher Scholarship** – Paradise Valley High School2003

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| **PROFESSIONAL AFFLICATIONS** |

**Arizona Educational Research Organization** Member, since 2015

**Center for Educational and Instructional Technology Research- University of Phoenix​** Research Affiliate, since 2015

**Project Management Institute - Phoenix Chapter** Member, since 2015

**Kappa Delta Pi, International Honors Society in Education** Member, since 2001

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| **PROFESSIONAL EXPERIENCE** |

UNIVERSITY OF PHOENIX – Phoenix, AZ 2018 - present

**Dean, Doctoral Programs, School of Advanced Studies**

Lead the development and enhancement of doctoral programs by including best practices knowledge in curriculum design, instructional design, and student outcomes assessment through strategic planning that support University goals.

* Support University mission and goals through supervision of curriculum development and revision of several doctoral programs: Doctorate of Business Administration, Doctorate of Health Administration, Doctorate of Management, Doctorate of Management - Industrial/Organization, and other new and retired programs.
* Assess, plan, implement and evaluate programs based on qualitative and quantitative data, including high volume/ high enrollment, withdrawal/failure heat maps, faculty and student End-of-Course Surveys, and business needs to prioritize course revisions and develop course revision schedule and cadence.
* Represent the School of Advanced Studies as appropriate in its relationship with the educational and government communities by participating in targeted events, conferences, and workshops and serving on advisory councils and workgroups.
* Support strategic programmatic priorities by managing the curriculum development for the Dissertation Process Improvement initiative to improve student progression, decrease time to completion and improve communication between dissertation chairs, methodologists and students while decreasing University costs.
* Prepare various project reports for management by collecting, analyzing, and summarizing data, information, and trends for College leadership.
* Demonstrate leadership that fosters communication and collaboration amongst the curriculum development team with and across the University.

UNIVERSITY OF PHOENIX – Phoenix, AZ 2016 - 2018

**Assistant Program Dean, Doctoral Programs, School of Advanced Studies**

Support the college by leading the development and maintenance of doctoral programs. Supervise instructional design team of editors, curriculum coordinators, and instructional designers.

* Implement ASANA, a project management system, to direct and coordinate activities of staff, managing waterfall project-related workflow, and maintaining consistent communication regarding project timelines and progression of projects. All direct reports and non-reporting support team members met 100% of quarterly goals for FY16.
* Spearhead process to incorporate curriculum-mapping software for increased transparency and communication across teams, ensure course alignment, and reduce costs.
* Prepare various project reports for management by collecting, analyzing, and summarizing data, information, and trends for College leadership.
* Provide direct reports with professional development opportunities

UNIVERSITY OF PHOENIX – Phoenix, AZ 2016 – 2017

**Project Management Support, Learning Delivery Migration Project**

* Serve as a main point of contact to work collaboratively with Program Deans, Assistant Programs Deans, instructional designers, editors, project leadership, and outside vendors.
* Provide project and change management support for LMS system replacement and the migration of 2000+ courses across nine schools and colleges from an in-house system, Curriculum Builder, to Blackboard Ultra.
* Lead status report meetings to provide project progress and burn down reports to University leadership.
* Facilitate workflow changes based on University needs to outside vendors using JIRA, an agile project management software.
* Coordinate quality assurance audits of the migration process with schools and colleges, compile and analyze audit findings for University leadership and outside vendors.

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**PROFESSIONAL EXPERIENCE (Continued)**

UNIVERSITY OF PHOENIX – Phoenix, AZ 2014 - 2016

**Instructional Designer, Instructional Materials & Technology Curriculum Development**

Managed multiple instructional design projects for faculty and students in online, local campus, and hybrid formats. Collaborated with instructional strategists, subject matter experts, editors, and leadership from Academic Operations and Colleges to develop faculty professional development opportunities and skill remediation workshops for students.

* Effectively facilitated communication and managed workflow of high-quality projects to meet 100% of established deadlines.
* Developed professional development workshops for faculty to improve skills, including facilitating online discussions to improve student engagement, providing effective feedback, and creating learning opportunities using multimedia in the classroom.
* Aligned topics and objectives to accurately measure student outcomes.
* Project managed up to six projects per quarter from initial kick-offs and development meetings with SMEs, engaging other appropriate teams as needed, and creating engaging activities and assessments.
* Developed no-cost workshops for students for college readiness, writing skills (remedial and advanced), library skills, exam prep, and cyber security.
* Created effective learning presentations by incorporating current adult learning methods and technology to engage the learner with animated presentations, just-in-time micro learning activities, interactive scenarios, multimedia, and publisher resources.
  + Projects of note include National General Faculty Meeting (annual audience 5000 faculty members), New Student Orientation (required for all new students), Faculty Candidate Certification Training, RedFlint Workshops, and Title IX training.

ANTHEM COLLEGE ONLINE – Phoenix, AZ 2013 – 2014

**Education Team Leader/Faculty Manager**

Managed teams of 15-20 online instructors and supervised curriculum and instruction of 45 online classes, responsible for 250 students per term. Developed a student retention strategy by leveraging faculty communication.

* Performed faculty performance reviews, interviewed, hired, on-boarded, mentored, and evaluated faculty. Provided coaching when appropriate. Set realistic timelines, expectations, and interventions prior to terminations.
* Implemented strategy meetings at the start of each term with instructors to set new goals for retention as well as to evaluate prior practices. Held video conferences and face-to-face meetings.
* Created and implemented a communication plan designed to reach and retain high-risk students.
* Decreased student drop rate for our team from 15% to 2.9% and overall school rate to 4.9%, the highest retention rate in school history.
* Improved instructional methods by reviewing and monitoring instructors' online materials and lectures.
* Supervised instructors by reviewing faculty engagement including discussions and quality of feedback shared with students.
* Reviewed instructor-student contact, verified grades, and resolved grading disputes.
* Developed policies and procedures for university-wide plagiarism and academic integrity initiatives.

UNIVERSITY OF PHOENIX – Phoenix, AZ 2011 – 2013

**Enrollment Advisor, College of Education**

Enrolled students into Associate, Bachelor, and Masters level programs for the Central and West divisions for education, psychology, business, and technology programs.

* Provide services to retain students through their first two courses.
* Increased personal enrollment goals by 75%.
* Advised students on programs, University policies, and state-specific program requirements.
* Averaged 95.2% student retention rate through the first two classes using communication strategies that emphasized educational objective and long-term student goals.
* Collaborated with academic and financial advisors, working as an efficient team in providing consistent advisement to help students overcome obstacles.
* Received Central Division “Inspire Award” for leading by example.

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**PROFESSIONAL EXPERIENCE (Continued)**

UNIVERSAL TECHNICAL INSTITUTE (UTI) – Phoenix, AZ 2009 – 2011

**Assessment Specialist**

Created, maintained, and evaluated assessments for several vocational programs. Participated in the planning, executing, and monitoring stages of a $25 million curriculum overhaul project. Managed the daily activities of the Avondale Teach and Evaluate (AT&E) project.

* Developed on-ground and online modules, summative and formative competency-based labs, and multiple-choice, knowledge-based exams.
* Evaluated and coached more than 50 nationally certified instructors on best classroom practices.
* Improved test scores by 9.5% using assessment data analysis and consensus-driven revisions.
* Collaborated with industry partners such as Audi, GM, Ford, Raytheon, and Freightliner to develop training materials for the classroom.

CHANDLER UNIFIED SCHOOL DISTRICT – Phoenix, AZ 2007-2008

**Teacher**

Planned, organized, and implemented an appropriate instructional program in a diverse, multicultural learning environment that guided and encouraged students to develop and fulfill their academic potential.

* Identified and selected differentiated instructional resources and methods to meet students' varying needs.
* Participated in leadership and supervision internship.
* Performed certain pastoral duties including student support, counseling students with academic problems, and providing student encouragement.

PARADISE VALLEY UNIFIED SCHOOL DISTRICT – Phoenix, AZ 2002-2007

**Teacher**

Taught all levels of high school English from remedial, the transition to English as a Second Language (ESL) to dual enrollment college courses. Professional accomplishments include:

* Reestablished a dual enrollment English program with a Rio Salado Community College.
* Created a rigorous Creative Writing curriculum.
* Developed a year-long freshman English curriculum to provide more opportunities for writing skill development and reading classical and contemporary works.

Additional duties:

* Mentored and supervised several pre-service student teachers from state universities.
* Mentored first-year teachers new to the district on policy and instructional best practices.
* Implemented Literature Circles, increasing voluntary reading participation in required English courses.
* Chaired fundraising and planning events for the Junior Class government, annual operating budget $15,000.
* Developed district assessments for state reading, writing, and comprehension standards aligned to state exams.
* Developed thematic and interdisciplinary learning units with teachers across the campus, and manipulative student centers for poetry and classic literature units.
* Sponsored and edited a grant-funded Literary Magazine, producing five issues.
* Selected for the Academic Integrity Team, to conceptualizing what became CREST, a STEM specialty school.

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| **ACADEMIC SERVICE** |

**The Elearning Guild,** member 2018 - present

**Academic Council,** non-voting guest,University of Phoenix 2017 – present

**Research and Scholarship Council,** University of Phoenix 2017 - present

**Blackboard Instructional Styles Work Group,** University of Phoenix2017 - present

**Advisory Board,** Pima Medical Institute 2016 - present

**AzSEF Judge,** Arizona Science and Engineering Foundation 2016 - present

**Curriculum Council,** University of Phoenix 2016

**Learning Delivery Project Management Team**, University of Phoenix 2016

**Global Council** (non-voting member),School of Advanced StudiesUniversity of Phoenix 2016 - present

**University Ambassador,** University of Phoenix 2014- present

**Principal Internship,** Chandler High School 2008

**Site Council,** Paradise Valley High School2006-2007

**Sophomore Class Sponsor,** Paradise Valley High School2005-2007

**Junior Class Sponsor,** Paradise Valley High School 2005-2007

**Literary Magazine Sponsor/Editor,** Paradise Valley High School 2002-2007

**Volunteer Advisor,** Unitown Diversity Camp 2006

**Academic Integrity Team,** Paradise Valley School District2006

**Best Practices for Vocabulary Instruction and Writing Assessment Committee,** Paradise Valley School District 2005-2007

**Committee to Develop Power Standards,** Paradise Valley School District 2005

**In-line Grading Tools Evaluation Team,** Paradise Valley School District 2005

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| **TECHNOLOGY** |

**Computer Proficiency:** Microsoft Office (PowerPoint, Word, Excel) & Mac Platforms (Keynote, Pages, Numbers)

**Learning Management Systems:** E-campus, Blackboard 9.1, Blackboard Ultra, Moodle, STARS, Curriculum Builder

**Virtual Communication:** WebEx,Adobe Connect, GoTo Meeting, Skype, Skype for Business, Facetime, Lync, YouSeeU

**Visual Design:** Web Design, Adobe Creative Cloud, Acrobat Articulate Presenter and Storyline, Office Mix, Camtasia

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| **PUBLICATIONS** |

Matthews, M. L. M. (2011). *A funny thing happened on the way to the hippocampus: the effects of humor on student achievement and memory retention*. Arizona State University. Available from ProQuest Dissertations and Theses data base (publication number; AAT 3453480).

V’Marie, J., Blake, M., & McCartney, M. (2016) *Let's get gritty: measures of student outcomes.* Southern Arizona Intercollegiate Journal (5)1. 50-53.

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| **PRESENTATIONS** |

**Funded/Honorarium Awarded:**

Blake, M., McCartney, M., V’Marie, J. (2016, July). *Let's get gritty: measures of student outcomes.* Presented at the University of Phoenix - Southern Arizona Faculty Annual meeting. Tucson, AZ.

Fedock, B., Avella, J., McCartney, M., & Neeley, D. (2016, December). *Online adjunct higher education teachers’ perceptions of using social media as instructional approaches to reach diverse learners.* Presented at the 29th Annual Arizona Educational Research Organization Conference. Tempe, AZ.

McCartney, M., Mosely, L. (2017, October). *River cuts through rock: Teaching perseverance in higher education.* Grit Summit. Tomball, TX.

McCartney, M., Rick, H. (2017, November). *[From Papyrus to Pixels: Rebranding Educators for Careers in EdTech](https://onlinelearningconsortium.org/conference-session?id=3193&session=4309" \t "_blank).*  Online Learning Consortium, Orlando, FL.

McCartney, M., Rick, H., (2016, November). *Bite-sized learning in library skill development: Micro learning application.* Presented at Online Learning Consortium 2016 Accelerate Conference. Orlando, FL.

Plough, J., McCartney, M. (2016, October). *Meditation, critical thinking and critical inquiry in higher education: A case study.* Presented at the 8th Annual Association for Contemplative Mind in Higher Education Conference. Amherst, MA.

Rick, H., McCartney, M. (2017, October). *3R’s of Rebranding.* NLA-MPLA 2017 Conference, South Lake Tahoe, NV.

**Unfunded:**

Fedock, B., & McCartney, M. (July, 2017) *Online adjunct higher education teachers’ perceptions of using social media sites as instructional approaches.* Knowledge Without Boundaries Conference, Tempe, AZ.

Fedock, B., McCartney, M., Neeley, D., & Avella, J. (February, 2017) *Online adjunct higher education teachers’ perceptions of using social media sites as instructional approaches.* XII International GUIDE Conference, Orlando, FL.

Matthews, M. (2007, March). *Exploring etymology.* Presented at the Paradise Valley High School Spring Professional Development Event. Phoenix, AZ.

Matthews, M. (2007, March). *Foldables: Organizational tools for all content areas.* Presented at the Paradise Valley High School Spring Professional Development Event. Phoenix, AZ.

Matthews, M. (2006, October). *Academic and CTE integration: Rigor, relevance & relationships*. Presented at the Paradise Valley High School Fall Faculty meeting. Phoenix, AZ.

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**PRESENTATIONS (Continued)**

Matthews, M. (2005, December). *Experience in the research process.* Guest lecture presented to the Teacher as Researcher class at Arizona State University. Tempe, AZ.

McCartney, M. & Krebs, S. (2017, October). *Formative and Summative assessment.* Workshop presented to University of Phoenix Instructional Designers. Tempe, AZ.

McCartney, M., Rick, H. (2017, November). *[From Papyrus to Pixels: Rebranding Educators for Careers in EdTech](https://onlinelearningconsortium.org/conference-session?id=3193&session=4309" \t "_blank).*  Online Learning Consortium, Orlando, FL.

McCartney, M. (2017, January). *Using objectives to measure student learning and guide instructional design.* Seminar presented to University of Phoenix Instructional Designers. Tempe, AZ.

McCartney, M. (2016, June). *Imagine if you will, the engaged online learner: Using narrative short film for remediation in student workshops.* Presented at the University of Phoenix Instructional Design and Development Ignite Conference, Tempe, AZ.

McCartney, M. (2015, December). *Ha-ha and hijinks: The effects of humor-embedded instruction.* Presented at the 28th Annual Arizona Educational Research Organization Conference. Tempe, AZ.

McCartney, M. (2014, January). *Building rapport online*. Presented at the Anthem College Annual Faculty meeting. Phoenix, AZ.

McCartney, M. (2014, January). *Edutainment in instruction*. Presented at the Anthem College Annual Faculty meeting. Phoenix, AZ.

McCartney, M. (2014, January). *Preventing plagiarism and strategies for teaching APA formatting.* Presented at the Anthem College Annual Faculty meeting. Phoenix, AZ.

Plough, J., Avella, J. Armstrong, A., McCartney, M., & Holland, A. (2017, January). *Meditation, critical thinking and critical inquiry in higher education: A case study.* Presentedat The Qualitative Report 8th Annual Conference. Fort Lauderdale, FL.

V’Marie, J., Blake, M., & McCartney, M. (2017, January 26). *Let's get gritty: measures of student outcomes​.* Seminar presented for University of Phoenix College of Humanities and Science Brown Bag Webinar Series. Tempe, AZ.

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| **TEACHING EXPERIENCE** |

**Associate Faculty**

**Doctoral Project IV (DOC/742)** Spring 2018 – Present School of Advanced Studies, University of Phoenix, Online

In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge, articulate strategies for effective dissertation completion, and analyze research data to develop dissertation results. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.  Additionally, this course focuses on engagement in communities of scholarship and practice.

**Doctoral Seminar III (DOC/733R)** Spring 2018 – Present

School of Advanced Studies, University of Phoenix, Phoenix Campus

This five-day experiential residency course engages students in critical discussion and collaboration to explore the integration of theory and practice as a mechanism to guide their professional identity development in the communities they serve. Students reflect on the complex interrelationships between inquiry, knowledge, practice, and theory juxtaposed with the praxis of the scholar-practitioner-leader. Throughout the residency, students develop an increasingly reflexive articulation and demonstration of how their participation in a doctoral program has

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**TEACHING EXPERIENCE (Continued)**

influenced their growth as scholar-practitioner leaders. Additionally, students develop shared visions for the continuation of their transformation as future leaders who engage with academics and practitioners to promote scholarship for evidenced-based decision-making.

**Creativity and Critical Thinking (PHL/458)** Spring 2015 - Present

College of Humanities and Sciences, University of Phoenix, Online

In this course, students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

**Introduction to Ecology (SCI/210)**  Fall/Winter 2014

Pima Medical Institute, Phoenix, AZ

This course introduces basic principles of ecology, the study of relationships between living organisms and their environment. Topics include understanding environmental problem, science, matter, energy, systems, ecosystem, biodiversity, species, interaction, populations, climate, and sustainability.

**Speech Communication (SPH/205)**  Fall 2013 - Spring 2014

Anthem College, Online

This course will help the student build confidence and skills in public speaking in their professional life. Students will learn to apply critical thinking skills, employ principles of verbal message development and related visual design, and plan and incorporate the use of technology to effectively communicate with various audiences.

**Literacy in the Content Areas (RDG/301)** Fall 2008

Arizona State University Polytechnic, Mesa, AZ

This course introduces theory and instructional strategies for learning written and oral texts across academic disciplines. Literacy and Instruction in the Content Areas is a required course for all Secondary Education candidates.

**First-Year Composition (ENG101)** Spring 2005 - Spring 2007

Rio Salado Community College/ Paradise Valley High School, Phoenix, AZ

Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

**First-Year Composition (ENG102)**  Spring 2005 - Spring 2007

Rio Salado Community College/ Paradise Valley High School, Phoenix, AZ

Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.

**Creative Writing (CRW/150)**  Spring 2005 - Spring 2007

Rio Salado Community College/ Paradise Valley High School, Phoenix, AZ

Introduces the student to elements and techniques of creative writing in a variety of genres; teaches terminology and concepts needed for successful participation in writing workshops; facilitates writing practice and evaluation; offers individual guidance on the student’s development as a writer.

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**TEACHING EXPERIENCE (Continued)**

**Secondary Teacher**

**English 1-2 (ENG/102)**  Fall 2002- Spring 2007

Paradise Valley High School, Phoenix, AZ

This course is designed to fulfill the district and state curriculum requirements. In reading, students study short stories, novels, and classical literature. Outside reading is also required. In writing, students review the basic structure of the paragraph and are introduced to descriptive, narrative, expository, and functional writing. Also included in the course are required assignments in speaking/listening and viewing/presenting. The reading and writing AIMS Standards are emphasized.

**English 3-4 (ENG/119)**  Fall 2002 – Spring 2005

Paradise Valley High School, Phoenix, AZ

This course is designed to fulfill the district and state curriculum requirements. In reading, students study fiction, non-fiction, drama, and poetry, with an emphasis on world literature. Students concentrate on narrative, expository, and functional writing. In addition, they are introduced to the persuasive essay. Also included in the course are required assignments in speaking/ listening and viewing/presenting. The reading and writing AIMS Standards are emphasized.

**Creative Writing and Literary Models (ENG/154)**  Fall 2002-Spring 2007

Paradise Valley High School, Phoenix, AZ

Students read literary works, including short stories, drama, poetry, novels, technical writing, and nonfiction. Students use these literary works as the basis for discussion, writing topics, and long-term creative projects. In addition, students write different forms of literature including poetry, fiction, narratives, and business writing. They develop their vocabularies and styles to create various types of writing.

**English 9** Fall 2007- Spring 2008

Chandler High School, Chandler, AZ

This course emphasizes writing skills, literature, and vocabulary. Writing activities give students practice in organizing and developing narrative, cause and effect, and compare and contrast compositions, literary reviews and research papers. Mastery of the writing process is expected. In addition, students study short stories, novels, poetry, and a Shakespearean play.

**English 10** Fall 2007- Spring 2008

Chandler High School, Chandler, AZ

This course emphasizes organizing, developing, editing and revising compositions. Literature studies introduce literary terminology, critical and analytical reading and appreciation of literature.

**Journalism (ENG/704)**  Spring 2001

Corona del Sol High School, Tempe, AZ

This class is for students who have completed Journalism 1-2 and want to work in graphic communication projects and serve on the newspaper staff. Editorial positions for the school newspaper are filled from this class. Students work to improve their journalism skills by using the newspaper and a laboratory experience.

**Junior English (ENG/300)**  Spring 2001

Corona del Sol High School, Tempe, AZ

Junior English is required in the third year of high school. A Survey of American Literature is presented from the first recorded writing to the 20th Century. Junior level grammar, composition, research, vocabulary, spelling, literary terms, oral expressions skills, reading, and study skilled are offered.

**Senior English (ENG/400)**  Fall 2001

Mountain Pointe High School, Tempe, AZ

This course engages students in an extensive writing program of expository and persuasive writing. In addition to improving student writing style, the program focuses on various writing techniques such as comparison and contrast, definition, example, cause and effect, and the analytical process. Research skills are reviewed, and a research project is a required. Students learn how to use information gathered through library research to add authority and credibility to their writing