

# Alexandra J. Carey

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## Executive Summary

Teaching composition is the ultimate honor. Through writing, we can empower students to use our unique human equipment to lead richer lives. I am constantly evolving to develop my composition pedagogy. My experience spans more than a decade in diverse institutions ranging from rural to urban, online and on-ground, multilingual and domestic, and many backgrounds. In all that I do, I encourage students to pursue meaning as they explore and create the world.

## Education

- **Master of Arts in Curriculum and Instruction**, with specialization in English Education 2008, University of Connecticut's Neag School of Education, GPA = 4.0  
Action-Based Research: "I didn't know what to say: Four Archetypal Responses to Homophobic Rhetoric in the Classroom" published in High School Journal by UNC at Chapel Hill
- **Master of Science in Counseling**: Student Development in Higher Education, Central Connecticut State University, 2014, GPA = 4.0  
Capstone: Guiding First Generation College Students on Effective Communication with Professors
- **Bachelor of English with Minor in Women's Studies**, GPA = 3.9  
2004, University of Connecticut  
Phi Beta Kappa, Magna Cum Laude
- **Certificate in Higher Education Online Pedagogy**, Bay Path University's Center for Online Teaching and Learning, 2016

## Experience

**Adjunct Instructor**, Humanities Department, Capital Community College, Hartford CT, 2009 – Present

- Teach Developmental and credit-level composition courses, as well as Literature, both as independent courses and in collaboration with other instructors in learning

communities, in traditional classrooms, online and in learning labs, making use of Blackboard LMS.

- Collaborate with instructors in the Humanities and Mathematics departments to teach interdisciplinary courses using the theme of Hartford Heritage, which includes community partnerships, field trips and exploration of the city of Hartford through theaters, museums and community organizations.
- Lead and develop workshops for the College Writing Program, providing support for faculty to improve the instruction of writing across the curriculum.
- Develop and implement learner-centered lessons using place-based learning, differentiated instruction, and emphasizing the reading and writing connection.
- Restructured the curricula and taught pilot courses in the Developmental English department in accordance with PA 12-40 legislation.
- Tutor incoming freshmen in the Center for Academic Transitions program, an initiative to prepare students with low Accuplacer scores for the rigors of college-level writing.
- Successfully launched a Theater Arts Degree program through a proposal approved by the Board of Regents.

**Adjunct Instructor**, First-Year Writing Program, University of Connecticut, Hartford and Storrs CT, 2009 – Present

- Teach First-year Writing courses designed to guide students in developing their writing practices and participate in critical conversations, with emphasis on courses for International students.
- Develop and implement curricula that is inquiry and project-based, using multimodal composition, translanguaging, and the concepts of universal design.
- Prepared budget and action plan for the 2019 Conference on Writing and served as Conference planning committee.
- Collaborate with local community members from both campuses for place-based learning activities, through the Dodd Research Center and Hartford History Center.
- Spoke on a panel for Graduate Students regarding feedback for English language learners.
- Participate in professional development and collaboration with colleagues. Assist student progress and provide timely and detailed feedback.

**Adjunct Instructor**, First-Year Writing Program, Northeastern University, Boston (remote), 2020-Present

- Teach First year Writing courses that emphasize inquiry and project-based writing, using a writing workshop approach, and emphasizing the reading and writing connection.
- Use translingual and multi-modal approaches to composition, encouraging curiosity, creativity, possibility, alternative, and innovation.
- Collaborate with colleagues in the new NU Start program to create modes of delivery and community experiences to best serve students virtually during the pandemic.

- Serve as part of a working group to revise the Instructor Sourcebook.

**Teacher-Consultant**, Connecticut Writing Project's Summer Institute  
2011, University of Connecticut

- Earned six Doctoral credits in English while participating in a professional development program for teachers interested in improving their own writing skills in order to teach students to improve theirs.
- Conducted research in reading and writing pedagogy in the areas of the Writing Process, Reading-Writing Connection, Assessment and Technology, collaborated in Writing Circles, and compiled a Writing Portfolio.
- As a teacher-consultant for CWP, I facilitate workshops and professional development on writing pedagogy.

**Adjunct Instructor**, Humanities Department, Bay Path University, Longmeadow, MA  
2015 – 2017

- Taught a variety of English courses, both online and on-ground, including literature, research, and composition, to both traditional students and students in the Adult Learner program.
- Facilitated and attended workshops sponsored by the Center for Online Teaching and Learning, focused on writing pedagogy and online learning.
- Earned Online Teaching Certification through the Center for Online Teaching and Learning
- Developed and implemented learner-centered lessons using differentiated instruction, and maintained records, assessed student performance and progress.

**Adjunct Instructor**, English Department, Goodwin College, East Hartford, CT 2014 –  
2015

- Taught English composition, English literature and Creative Writing courses at the college. Coursework included Senior Academy, a program for high school students that brings together students from urban and suburban public schools to provide a college experience in an on- campus setting.

- Developed and implemented learner-centered lessons that used differentiated instruction, and assessed performance and progress, including regular communication with high school personnel.

**Trainer**, Division of Continuing Education, Capital Community College, on-site at many locations 2010 - 2015

- Taught business writing and business communication to international trainees at various state agencies, businesses and companies, including Cigna Insurance Company, with a focus on cross-cultural communication.
- Created original curricula based on feedback and assessment of trainees, and assessed performance and progress.

**Graduate Intern**, Student Retention Office, Manchester Community College, Manchester, CT 2013 – 2014

- Served as an Academic Coach for 15+ students on academic probation and conducted interviews for students on probation who were seeking reinstatement at the college.
- Trained and coordinated other academic coaches and maintained Contacts Database, a technological resource to aid in student retention.
- Participated in Enrollment Management committee to create strategies for retention and analyze metrics.

**Practicum Student**, Academic Advisement Center, University of Saint Joseph, West Hartford, CT 2012

- Provided academic assistance and counseling to students of diverse backgrounds, helping to develop goals, study skills, and self-advocacy.
- Facilitated group sessions for transfer students to help the women build friendships and sense of belonging while adjusting to the expectations of a new institution.
- Led workshops for faculty on academic advising focused on the laws governing Higher Education.
- Implemented intervention for students who were academically struggling.
- Undergraduate Assistant, International Teaching Assistance Program

**Undergraduate Assistant**, University of Connecticut, Storrs, CT 2006 – 2008

- Assisted in the instruction of international students on vocabulary development, pronunciation and oral communication, both individually and in small groups.
- Evaluated graduate students' presentations.

- Implemented lessons on cross-cultural communication and popular culture to help orient incoming international students to campus.

## Volunteering

- ***Global Team Member at the Buy Nothing Project***, 2015 – Present

I am a Global Team member for the Buy Nothing Project, a global movement to create hyper-local gift economies, as well as founder of a local chapter.

The Buy Nothing Project is based on the "borrow a cup of sugar from your neighbor" philosophy, each group is designed to reduce carbon footprint, and for real life neighbors to connect with one another and share their resources, freely and generously.

I also founded a local group in South Windsor, CT which was featured on the [Hartford Courant](#) and [NBC 30](#). It grew to be so successful with a membership of 12,000+ South Windsor Residents, that it sprouted into two hyper-local neighborhood-based groups.

Daily tasks for my hyper-local group involve member verification, moderating discussion and activity, promoting the group through the local community, presenting activities and challenges to stimulate group activity, and educating members about the mission.

Through the Global Team, I collaborate with the founders of the project to help promote our mission worldwide.

- ***Dog-Handler Team at the Alliance of Therapy Dogs***, 2017 – 2020 (on hold due to Covid)

Visit nursing homes, hospitals and other facilities to bring comfort to people in need, along with my retired racing greyhound, Ambrosia, who is registered, certified and insured through an accredited therapy dog organization. We also participate in the Paws to Relax program at UConn during final exam week.

- ***Mentor, Career Beginnings***, 2010 - 2011

Supported a high school senior from Hartford with her college application process. We met regularly to review homework assignments, study for the SAT, write the college essay and resume, and follow through with the application process and forms, including FAFSA. Drove together to the SAT testing site, and to visit various colleges and universities.

## Publications

"I didn't know what to say ...' - Four Archetypal Responses to Homophobic Rhetoric in the Classroom" published in *The High School Journal* by U. North Carolina at Chapel Hill Press

Contributing writer for "The Buy Nothing Get Everything Plan" by Liesl Clark and Rebecca Rockefeller, published by Simon and Schuster, 2020

## Presentations

- Winter Writing Workshop - virtual workshop at Capital Community College, 2021
- "The Lost Art of Letter Writing: Finding Connections in Isolation" - virtual workshop sponsored by Student Activities, Capital Community College, 2020
- "Responding to Multilingual Writers" - graduate panel, University of Connecticut, 2020
- "How to Engage Students in Peer Review" - Bay Path University, 2017
- "For the Love of Writing" - Capital Community College, 2012
- "Finding the Significance" - Capital Community College, 2016
- "Writing Your Way Home" - Capital Community College, 2016

## Honors and Awards

- Nomination to Board of Regent's Adjunct Faculty Teaching Award 2020
- Connecticut Women's Education and Legal Fund's "Woman of Inspiration", March 2015
- Recognition of Excellent Teaching Evaluations by Interim Provost, University of Connecticut, Spring 2017, Fall 2017, Fall 2018, Spring 2019, Fall 2019
- "Adjunct Recognition" award, Capital Community College, 2015
- Dean's list all eight semesters
- Commission on Jewish Education and Leadership's "Most Innovative Program" award, 2010