Shannon L. Christen-Syed

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**EDUCATION:**

May 2004 Master of Arts in Teaching, Kent State University, Kent, Ohio

Major: Secondary Education

Licensure: Integrated Language Arts (Grades 7-12)

GPA: 3.91

May 2002 Master of Arts, Kent State University, Kent, Ohio

Major: English

GPA: 3.86

December 1998 Bachelor of Arts, Kent State University, Kent, Ohio

Major: English

Minor: Psychology

GPA: 3.3 (Cum Laude)

**TEACHING EXPERIENCE:**

**University Teaching:**  **Lecturer (Fall 2013-present)**

**Dept. of English/Pan-African Studies,** **Kent State University, Kent, Ohio**

In Spring 2014, I currently teach Pan-African Studies (PAS) sections of College Writing I and II courses. PAS sections of College Writing provide not only the information and knowledge relative to communication skills and arts, but also to address those aspects of life, history, and culture related to Pan-African people. As such, I provide an introduction of Pan-African cultural ingredients to students' acquisition of communication skills. In College Writing I, I help students to experience multiple phases of reading and writing processes, to develop and improve reading comprehension, language competency, and writing skills. Students also learn how to discover the self through reader and writer by reading various texts, writing collaboratively and individually, and sharing writing with others. In College Writing II, I help students to develop and improve college reading and research writing skills. Students also learn how to select and modify reading and writing strategies to improve research reading and writing skills. In addition to three English courses this semester, I also teach two 100% web-based courses for the Dept. of Pan-African Studies—PAS 23002: The Black Experience II: 1865 to Present and PAS 26000—The Legacy of Slavery. In Black Experience II, I facilitate in the examination of the black experience through introducing and engaging students in the serious study, analysis, and synthesis of information regarding the experience of people of African descent throughout the Pan-African World. In particular, I help students to identify and articulate the forces, factors and influences which have shaped the Black Experience, to examine the critical questions in Afrocentric and Africa-centered discourses as to how the Black Experience should be utilized as a major academic discipline, and to gain an understanding of the African world view by developing a method of recovering and interpreting the traditional African world view to the extent to which it does and continues to define people of African descent. In the Legacy of Slavery course, I facilitate in the examination of the legacy of slavery through literature about the Reconstruction and Jim Crow periods; the writings of Douglass, Washington, Du Bois, and Garvey, among others, and the impact of slavery on modern African American culture. In that course, we analyze the legacy of slavery through the lens of fiction, poetry, nonfiction, and film.

In Fall 2013, I taught Pan-African Studies (PAS) sections of College Writing I and II courses. In addition to two English courses, I also taught three 100% web-based courses for the Dept. of Pan-African Studies—PAS 23001: The Black Experience I: Beginnings to 1865, PAS 23002: The Black Experience II: 1865 to Present, and PAS 37000—Oral & Written Discourses in PAS. In Black Experience I and II, I facilitated in the examination of the black experience through introducing and engaging students in the serious study, analysis, and synthesis of information regarding the experience of people of African descent throughout the Pan-African World. In particular, I helped students to identify and articulate the forces, factors and influences which have shaped the Black Experience, to examine the critical questions in Afrocentric and Africa-centered discourses as to how the Black Experience should be utilized as a major academic discipline, and to gain an understanding of the African world view by developing a method of recovering and interpreting the traditional African world view to the extent to which it does and continues to define people of African descent. In Oral & Written Discourses in PAS, I facilitated in this writing-intensive course the examination of the cultural and linguistic characteristics which define and connote language use by and among people of African descent in America. In particular, I helped students gain an appreciation of the history and significance of Black English, understand Black English as a legitimate language with its own grammar, grasp the distinctions between Black English and Consensus/Standardized English, and improve their academic writing skills.

**Adjunct Professor (Fall 2010-Spring 2013)**

**Dept. of English/Pan-African Studies,** **Kent State University, Kent, Ohio**

In Summer 2013 Intersession, I taught a 100% web-based course for the Dept. of Pan-African Studies—PAS 23001: The Black Experience I: Beginnings to 1865. I facilitated in the examination of the black experience up until 1865 through introducing and engaging students in the serious study, analysis, and synthesis of information regarding the experience of people of African descent throughout the Pan-African World.

In Spring 2013, I taught Pan-African Studies (PAS) sections of College Writing I courses. In addition to two English courses, I also taught two 100% web-based courses for the Dept. of Pan-African Studies—PAS 23001: The Black Experience I: Beginnings to 1865 and PAS 26000: The Legacy of Slavery

In Fall 2012, I taught Pan-African Studies (PAS) sections of College Writing I and II courses. In addition to three English courses, I also taught one 100% web-based courses for the Dept. of Pan-African Studies—PAS 24000: Black Short Story. In the Black Short Story course, I assisted students in examining African, Caribbean, and African American culture through the lens of short stories to see the ways in which African, Caribbean, and African American writers and characters have been influenced by, appropriated, and transformed notions of freedom, equality, gender, sexuality, religion, and, of course, short story fiction itself. I provided students an overview of the vast array of black short story writers to explore the diverse nature of the genre; help students develop a deeper understanding of the ever-evolving issues and underlying themes in the course.

In Spring 2012, I taught Pan-African Studies (PAS) sections of College Writing I and II courses. In addition to four English courses, I also taught two 100% web-based courses for the Dept. of Pan-African Studies—PAS 26000: The Legacy of Slavery and PAS Special Topics 43095: African American Autobiography. In the African American Autobiography course, I facilitated the examination of African American autobiography by looking at African American culture through the lens of slave narratives, full-length autobiographical texts, autobiographical excerpts, and film. I helped students to analyze cultural texts that allow us to see the ways in which African-Americans have been influenced by, appropriated, and transformed American notions of freedom, equality, gender, sexuality, religion, and, of course, autobiography itself. I provided students an overview of the vast array of prose that makes up much of African American autobiographies and assisted students in developing a deeper understanding of the ever-evolving issues and underlying themes in the course.

In Fall 2011, I taught Pan-African Studies (PAS) sections of College Writing I and II courses. In addition to three English courses, I also taught a 100% web-based course for the Dept. of Pan-African Studies—PAS 24000: Black Short Story.

In Spring 2011, I taught Pan-African Studies (PAS) sections of College Writing I and II courses. In addition to two English courses, I also taught three 100% web-based courses for the Dept. of Pan-African Studies—PAS 26000: The Legacy of Slavery, PAS Special Topics 43095: African American Masterpieces, and PAS 23002: Black Experience II: 1865-present. In the African American Masterpieces course, I facilitated the examination of African American masterpieces by looking at African American culture through the lens of slave narratives, poetry, short stories, novels, essays, criticism, and film. I helped students to analyze cultural texts that allow us to see the ways in which African Americans have been influenced by, appropriated, and transformed American notions of freedom, equality, gender, sexuality, religion, and, of course, literature itself. I provided students an overview of the vast array of prose and poetry that make up much of African American masterpieces and assisted students in developing a deeper understanding of the ever-evolving issues and underlying themes in the course.

In Fall 2010, I taught four Pan-African Studies (PAS) sections of College Writing I and II courses.

**Adjunct Teaching Assistant (May 2009-August 2011)**

**Ashford University**

I worked (telecommuted) for an online university in close collaboration with instructors of undergraduate level courses (EXP 105: Personal Dimensions of Education; PSY 202: Adult Development; PHI 103: Informal Logic; COM 200: Interpersonal Communications; ENG 121: English Composition I; ENG 122: English Composition II) that contain written assignments. I assist mostly nontraditional and many first-term students with any writing questions or concerns they may have, and I provide constructive feedback and grade all written assignments, while also maintaining an online teaching assistant forum using Blackboard and eCollege online classroom management systems.

**Adjunct Professor (Spring 2004, Spring 2003, Fall 2002)**

**Dept. of English, Kent State University, Kent, Ohio**

Each semester, I taught sections of English 10001 and 10002 composition classes. In English 10001, I helped students to experience multiple phases of the reading and writing processes, to develop and improve reading comprehension, language competency, and writing skills. Students also learned how to discover the self through reader and writer by reading various texts, writing collaboratively and individually, and sharing writing with others. In English 10002, I helped students to develop and improve college reading and research writing skills. Students also learned how to select and modify reading and writing strategies to improve research reading and writing skills.

**Secondary Teaching:** **Alternative Education Academy Teacher (August 2008-August 2009)**

**Summit County Educational Service Center, Cuyahoga Falls, Ohio**

I taught (part-time) at-risk students (grades 7-12) in an alternative setting who do not fit into the traditional high school program. I worked in conjunction with participating Summit County public school districts to provide at-risk students an opportunity to complete coursework online in preparation for graduation. I facilitated Language Arts instruction and graded all Language Arts coursework.

**Teacher—Integrated Language Arts (January 2005-November 2005)**

**The Life Skills Center of Akron, Akron, Ohio**

I taught at-risk students (ages 16-22) in a nontraditional learning environment which provides individualized, diverse instruction and mentoring to impart knowledge, skills, and confidence needed to succeed with academic and workplace goals. I assigned students to appropriate curriculum based on their learning needs assessment and assisted them in achieving academic and workplace success through diverse educational materials, which included an electronic classroom management system designed ultimately to manage student progress and communicate more effectively with students, parents, faculty, staff, and the larger community.

**Substitute Teacher—K-12 (February 2005-May 2005)**

**Ravenna and Kent City Schools, Ravenna, Ohio/Kent, Ohio**

Substitute teacher for Ravenna High School and Roosevelt High school. I taught numerous subjects and ability levels.

**Additional Teaching: Student Teacher—High School (2003/2004 AY)**

**Revere High School, Richfield, Ohio**

Third Trimester: Taught two tenth grade honors English classes and two twelfth grade Basic English classes. Class sizes range from 17-25 students.

Second Trimester: Taught two twelfth grade comprehensive English classes, one twelfth grade advanced placement English language and composition class, and one tenth grade honors English class. Class sizes ranged from 17-25 students.

**Graduate Teaching Assistant (Spring 2000-Spring 2002)**

**Dept. of English, Kent State University, Kent, Ohio**

While working towards a Master’s in English, I taught two sections each semester of English 10001 and 10002. In English 10001, I helped students to experience multiple phases of the reading and writing processes, to develop and improve reading comprehension, language competency, and writing skills. Students learned how to discover the self through reader and writer by reading various texts, writing collaboratively and individually, and sharing writing with others. In English 10002, I helped students to develop and improve college reading and research writing skills. Students learned how to select and modify reading and writing strategies to improve literacy skills.

**WORK EXPERIENCE:**

**Research Assistant:** **State & Federal Communications, Inc., Akron, Ohio**

Processed and changed state and municipality entries for three online publications—lobbying law, political contributions, procurement lobbying—assigned by Research Associates. Edited summary of changes for the publications. Proofread entries to ensure accuracy. Reformatted statutes and codes, rules and regulations, enacted legislation, any guides to lobbying or campaign finance. Created bill-tracking tables for use on website monthly updates. Tracked current legislation for all state entries. Updated legislative database with the status/history of current legislation. Edited and proofread monthly legislative updates on website. Assisted with any other research and administrative duties. (September 2006-June 2008)

**PROFESSIONAL DEVELOPMENT:**

**Spring 2014:** Selected to participate in a panel discussion on “The Process of Acceptance: Being a White Instructor in Pan-African Studies Department” at the Department of Pan-African Studies at Kent State University’s second bi-annual Africa and the Atlantic World Conference: "Revisiting Black History, Identities, Sexualities, and Popular Culture."

**Spring 2013:** Certified inApplying the QM Rubric **(**APPQMR) using the 2011-2013 Rubric.

**Fall 2011:** WKSP: ADOBE ACROBAT PDF BASICS: AN OVERVIEW OF PDF FILES AS A TOOL

**Summer 2011:** WKSP: BEYOND DIVERSITY: SOCIAL JUSTICE EDUCATION; WKSP: DESIGNING WEB SITES: AN OVERVIEW

**Summer 2010:** WKSP: THE CULTURE OF POVERTY: UNDERSTANDING THE HIDDEN RULES; WKSP: TIME MANAGEMENT FOR EDUCATORS

**Summer 2008:** WKSP: CLASSROOM MANAGEMENT: ADDRESSING ALL STUDENTS' BEHAVIORAL NEEDS

**Summer 2006:** WKSP: REACHING & TEACHING THE ADHD CHILD; WKSP:DIFFERENTIATED INSTRUCTION: PEDAGOGY FOR ALL

**Spring 2002:** Presented and published “‘What’s the World for if You Can’t Make It up the Way You Want It?’: Storytelling, Language, and Female Community in Toni Morrison’s *Beloved*, *Jazz*, and *Paradise*” in *An Imperfect World: Resonance from the Nation’s Violence, 2002 National Conference Literature Monograph Series* for The National Association of African American Studies and Affiliates.

**REFERENCES:**

Christina McVay, Lecturer & Supervisor Denise Harrison, Lecturer

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