



Rachel Harsin

(she/her/hers)

Adjunct Professor

University Address: Department of Literature and Languages
David Talbot Hall of Languages
East Texas A&M University
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Education

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| PhD | In process | English with emphasis in Rhetoric & Composition
East Texas A&M University

42 credits completed as of December 2024
Expected completion of coursework: January 2025 |
| MA | 2013 | Media Literacy with Graduate Honors
Webster University

Thesis: <i>The Morphologies of Ten Successful Primetime Broadcast Television Shows</i>
Thesis Advisor: Robert Dixon
Major Advisor: Dr. Art Silverblatt |
| BA | 2011 | Film Studies with <i>Summa Cum Laude</i> University Honors,
Department of Electronic and Photographic Media
Honors, and Dean's List Honors
Webster University

Thesis: <i>Movie Stars & Their Audience: Image, Relationship, and Context</i>
Thesis Advisor: Andrew Smith
Major Advisor: Kathy Corley
Portfolio Review Panel: Kathy Corley, Andrew Smith |

Academic Appointments

East Texas A&M University • Commerce, TX

Adjunct Professor

January 2024 – present

Department of Literature & Languages

Graduate Assistant Teacher of Record

August 2023 – December 2023

Department of Literature & Languages

Assistant Director in Charge of Staff Development

August 2022 – May 2023

Graduate Assistant Researcher

East Texas A&M University Writing Center

Graduate Writing Tutor

January 2022 – May 2023

Graduate Assistant Researcher

East Texas A&M University Writing Center

Southwestern Illinois College • Belleville, IL

Adjunct Instructor

August 2024 – present

English Department

Saint Louis University • St. Louis, MO

Professional Writing Consultant

February 2024 – December 2024

University Writing Services

Webster University • St. Louis, MO

Teaching Assistant

January 2013 – March 2013

Media Literacy Fieldwork

Department of Electronic and Photographic Media

Teaching Experience

East Texas A&M University, Adjunct Professor (January 2024 – present) & **Graduate Assistant Teacher of Record** (August 2023 – December 2023)

ENG 1301 – College Reading and Writing

As the instructor of record, I instruct online courses utilizing the platform D2L Brightspace, using it for activities such as reading material distribution, discussion boards, and assignment collection. I create lesson plans, class activities, and course assignments, evaluate course assignments, and provide students with feedback.

ENG 1301 introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. In 1301 students write weekly and work on essay organization and development. The course emphasizes close reading, summarizing, and analysis of expository texts, including student writing.

Southwestern Illinois College, Adjunct Instructor (August 2024 – present)

ENG 101 – Rhetoric & Composition I

As the instructor of record, I instruct in-person courses utilizing the online platform D2L Brightspace for the distribution of materials and assignment collection. I create lesson plans, class activities, and course assignments, evaluate course assignments, and provide students with feedback. In class, I facilitate discussions, writing activities, and other exercises.

English 101 teaches students the basics for writing for a variety of audiences. Students learn various strategies for different stages of the writing process and features of writing that help make it successful. Through peer review they learn how to constructively critique the work of others and to turn that eye to their own work. The course also introduces them to source-supported papers and citation systems.

Webster University, Teaching Assistant (January 2013 – March 2013)

FLST 3160 – Topics in Film Studies: Film Noir

As my first Media Literacy Fieldwork, I was a teaching assistant for an undergraduate film course on the topic of film noir, working with Dr. Art Silverblatt. Due to Webster University's course schedule, it was an 8-week course. I

was responsible for selecting reading material for all the films and leading class discussions. In addition, there was one week when the professor was traveling that I taught class in his absence.

Primary School:

VIPKid, Teacher (December 2019 – October 2021)

Levels 1 & 2 of English (students aged 6-13)

With VIPKid I taught Chinese children English online using an application that shares a slide show presentation on the student's and teacher's screens while also showing video feeds of the student and teacher. I was able to interact with the slides with a writing tool, a dragging tool, a timing tool, and a spotlight tool. VIPKid provided the lesson plans as the slide show presentations that have 24- 50 slides that must be covered during a class period. As the teacher I was required to find or create resources to supplement the slide show to aid with that lesson. The teaching aids I used included toys, props, flashcards, photos, whiteboards, and movements to signify words, a technique known as Total Physical Response. The classes were one-on-one format. My students were typically 6 - 13 years old.

Saint Louis University, Honors College Service-Learning Community Outreach
(January 2007 – May 2007)

Reading & Comprehension (students aged 12-14)

As part of my Crossroads: Intro to Honors course, we participated in a community outreach program in which we went to a local middle school to work with underprivileged youths on their reading and comprehension literacies. Each SLU student was assigned 3 or 4 students and a list of books to cover over the course of the semester. Part of our duties were to create the lesson plans, vocabulary lists, assignments, and exams ourselves. My group did very well; their academic and behavioral performance improved both in my lessons and in their other classes. As a result, I started with 3 students and had 2 more students who were not doing well in their original groups added to mine over the course of the semester.

Administration

Assistant Director in Charge of Staff Development

The Writing Center, Department of Literature & Languages, East Texas
A&M University, August 2022 – May 2023

As the Assistant Director, I oversaw daily operations of the writing center that serves the entire campus community in collaboration with the other assistant director and the faculty director. As part of my position, I trained and evaluated our undergraduate and graduate tutors on writing center studies and tutoring practices. My other administrative duties included maintaining the tutoring schedule on our online platform, monitoring the Writing Center's email account, monitoring our staff's Slack forum, and monitoring the online tutoring schedule to ensure all sessions happen on time and handle any issues that arise. I also planned, organized, and conducted class visits, conference panels, representation at university events, and our own writing center events. In addition, I researched topics in writing center studies for the director, presentations, staff development, and my own scholarship. These research topics included peer-tutoring, collaborative tutoring versus directive tutoring, and students' right to their own language.

As a graduate writing tutor, I tutored students, faculty, or staff in 45-minute sessions on any writing projects at any step in the writing process, either in-person or using an online platform for synchronous video chat while jointly editing the text on a shared interactive word processor.

Conference Presentations

"Voice, Academic Writing, and Students' Right to Their Own Language," The Social Change Conference. East Texas A&M University. Commerce, TX, February 2022.

Digital Publications

Harsin, Rachel. Illuminating Literacy: Fighting Fake News. [BECOMING A SOUNDWRITER NETWORK - Network \(weebly.com\)](https://www.becomingasoundwriter.com/)

This is an educational podcast made as part of the Becoming a Soundwriter Network in my doctoral coursework with digital media. It focuses on ways to identify fake news, or misinformation, on social media, how to fight it, and why this is so important today.

Professional Development

Ask, Listen, Refer Training. Online Training. Certificate ALR- 3002976. Accessed through Saint Louis University. August 2024.

Safe Zone Competency Training. Luella Loseille. Cross Cultural Center, Saint Louis University. St. Louis, MO. July, 2024.

Beyond Surveillance Apathy: Considering the Importance of Privacy when Using AI & Other Classroom Technologies. Gavin P. Johnson and Charles Woods. East Texas A&M University Artificial Intelligence Initiative Workshops. Commerce, TX. November 10, 2023.

Responding to the Distressed Student. Tina Yang and N. Juliana Dewitt. East Texas A&M University Counseling Center. Commerce, TX. October 18, 2023.

Rebuilding the Writing Foundation. Erik Cork. Hosted by East Texas A&M University. Commerce, TX. March 1, 2022.

Service

Assessor. The Learning Showcase / Celebration of Student Writing. East Texas A&M University. Commerce, TX. May 10, 2023.

Writing Center Representative. Mane Event. East Texas A&M University. Commerce, TX. March 4, 2023.

Assessor. The Learning Showcase / Celebration of Student Writing. East Texas A&M University. Commerce, TX. December 14, 2022.

Writing Center Representative. Mane Event. East Texas A&M University. Commerce, TX. October 15, 2022.

Writing Center Representative. New International Students Orientation. East Texas A&M University. August 26, 2022.

Writing Center Representative. Admitted Student Day. East Texas A&M University. Commerce, TX. April 23, 2022.

Languages

English: Native speaker, writer, reader, and listener

French: Intermediate Mid speaker and writer; Advanced Mid reader; Intermediate Low listener

Spanish: Advanced Mid speaker, writer, and reader; Advanced High listener

Italian: Novice Mid speaker and writer; Intermediate Low reader and listener

German: Intermediate Low speaker; Novice Mid writer and listener;
Novice High reader