

# Crystal Jenkins Woods

130 Crestwood Drive  
LaGrange, Georgia 30241  
Phone: (706) 845-8554

Columbus State University  
Department of English—Arnold 241  
Phone: (706) 565-1220  
E-mail: [woods\\_crystal@columbusstate.edu](mailto:woods_crystal@columbusstate.edu)

Education: M.A. in English: West Georgia College, Carrollton, 1994.  
Concentration in American Literature with course work in Women's Literature, African-American Literature and Critical Theory.  
Master's thesis: "The Business of Circumference: Women Poets in America."  
Advisor: Dr. Jane Hill.

B.A. in English: West Georgia College, Carrollton, 1992. Graduated Cum Laude (3.77) Traditional literature studies, American and British. Minor in History with additional coursework in Communications and Creative Writing.

## **Teaching and Administrative Experience: Full Time**

Columbus State University (Assistant Professor, August 2002-present)

**Readings and Composition I:** Forty-seven sections. Freshman composition course focusing on writing argument, expository, and analysis essays in response to readings. Essays turned in for draft credit, then revised. During last weeks of course, students learn research and anti-plagiarism techniques and write a research paper. Class is mostly "flipped," and much of class time is spent in groups applying what they read for class.

**Honors Readings and Composition I:** One section (Fall 2014). Honors Freshman composition course focusing on writing argument, expository, and analysis essays in response to readings. Essays turned in for draft credit, then revised. Class is mostly "flipped," and much of class time is spent in groups applying what they read for class. During last weeks of course, groups of students participated in a "real-world problem solving" project through the Quality Enhancement Program (QEP) and presented their findings. During this process, the students learned both research and problem-solving skills.

**Readings and Composition II:** Fifty-one sections. Composition II course focusing on writing argument essays in response to documentaries, readings, and literature. Essays turned in for draft credit, then revised. Class is mostly "flipped," and much of students' class time is spent in groups applying what they read for class. Each summer since 2012 I have taught one (or more) online section of the course.

**Modernism in Art, Architecture, and Literature:** Fourteen sections. Inter-disciplinary class that explores the transition from the Romantic/Victorian era into the Modern era in the three related areas of art, architecture and literature.

**Introduction to Creative Writing:** Four sections. Combined seminar/workshop class in which students write and revise original works of poetry and short fiction. Class features a public reading and a self-assessment/enrichment portfolio.

**Advanced Writing for the Non-English Major:** Nine sections. This course was created for students of all majors who want to become better writers, though the majority of students are Communications majors. The course stresses stylish writing, revision, and correct APA format.

**World Literature 2:** Two sections. Sophomore English class that covers world literature from 1680 to the Modern era.

**Regents Exam--Essay:** One section. Taught basic writing and composition skills to students who had not met passed the Georgia Regents' Exam Essay Portion. 75% passing rate.

State University of West Georgia (Instructor, August 1997- December 1998)

**Readings and Composition I:** Eight sections. First-year composition course in which students read essays from a reader then used the discussions of the works as the basis for essays. The larger concerns of grammar were also taught. Spring quarter section featured a "Grammar Forum" to address whatever smaller concerns the students wished to discuss. Spring Quarter and Fall Semester sections used a thematic reader. Two sections (both Fall 1997) were Computer Assisted Courses and used Microsoft Word PCs. Duties include design and implementation of syllabus, selection of textbooks, evaluation of student essays and classwork, and holding research essay conferences.

**Readings and Composition II:** Five sections. Literature-based composition course focusing on poetry, short story, and drama. One section was a Computer Assisted Course and used Microsoft Word PCs. Duties include design and implementation of the syllabus, selection of textbooks, evaluation of student essays and classwork, teaching interpretation skills, and holding research essay conferences.

**Writing Center Administration: (August 1997-October 1998).** Assisted the Writing Center Coordinator with two sessions of tutor training, acted as resource person for new tutors, handled smaller clerical and creative projects the Coordinator needed completed, filled in for late or absent student tutors, and attended weekly meetings with tutors and Coordinator. Fall Semester 1998

I spent a minimum of 3 hours per week as a Writing Center administrator.

### **Teaching and Administrative Experience: Adjunct**

Shorter College School of Professional Programs (Adjunct Faculty March 1996- present)

**Foundations of Composition:** Five sections. SCPP did away with the Intro. to College English class for several years then brought it back as Foundations of Composition. In its new form, this course focuses less on writing paragraphs and more on writing simple essays. Grammar is also covered fairly extensively. The student write an Interview paper using quotes from someone else as a source and using basic citations in APA. My duties are implementing the module, creating my own Instructor's Notes (with specific course info. like a syllabus) evaluating student writing and grammar tests and administering the standardized final exam.

**Introduction to College English:** Seventeen 5-week sections. Grammar course covering basic mechanics and usage with an emphasis on integrating these skills into paragraphs written in a variety of patterns (such as comparison/contrast and narration). Duties include implementation of the module, design of syllabus, weekly testing to monitor progress, evaluating paragraphs written out of class, and creation/grading of final exam.

**Problems in Written Communication:** Nine 5-week sections. Composition course focusing on mode-based essays and paragraphs, MLA documentation skills, and grammar. Essays can be revised before the final grade is awarded. Duties include implementation of the course module, design of the syllabus, and assessment of student writing, including a research paper on a controversial issue.

**American Literature:** One 5-week session. Composition course focusing on writing about American Literature. Students write 5 papers and one research paper. We cover works of poetry, drama, and short fiction in class.

**Problems in Literary Analysis:** Seven 5-week sections. Literature-based composition course that introduces students to poetry, short story, and drama as well as the terms specific to each. Student essays written on each genre. Duties include implementation of the module for the course, design of syllabus and evaluating student essays.

**Business Culture in Film and Novel:** Nine 5-week sessions. Literature and film course exploring the ways business is reflected in works such as *Babbitt*, *The Financier*, *The Man in the Gray Flannel Suit*, and *Wall Street*. Students present group projects that contextualize each work and write a research paper on topics I help them formulate that examine some aspect of business in a work we studied.

**Professional Communication:** One 5-week course. English for communication in the business world. Part of the Business Management component. Students learn to compose effective letters, memos, and resumes, as well as to write their own business plan addressing a real-life problem they see in their own companies.

**Writing Center Tutor** (Secondary tutor May 1996-March 1997/ Primary tutor April 1997-October 1998) Duties include administering re-takes of the Junior English exam (similar to the essay portion of the Regent's test), working with students who need assistance in a variety of classes ranging from business to history to English, clarifying professors' comments on essays, and working with students who have removed from their cohort groups because of poor writing skills.

LaGrange College (Adjunct Faculty Fall 1999 to Fall 2002)

**Introduction to College English:** Two sections. Remedial course addressing basic grammar and composition skills. Textbook focuses on mode-based paragraphs and essays. Duties include formulating a course outline, grading paragraphs and essays, and preparing the class for the exit final.

**Readings and Composition I:** Four sections. Freshman-level course designed to help students acquire skills and understanding necessary for writing clear and effective thesis-support essays. Students are introduced to various modes of development. Duties ranged from creation of the syllabus to grading essays and responses to preparing notes on the selections we cover in class.

**Readings and Composition II:** Three sections. Freshman-level course introducing students to poetry, short fiction, and drama. Students are taught to recognize various techniques inherent in each genre and to use this knowledge to write essays about the works we study. The instructor is responsible for creating the syllabus and grading essays, a revision project, and daily student responses to readings.

**Readings and Composition III:** Three sections. Freshman-level course focusing

on research skills, MLA documentation skills, and critical reading and writing. Duties include creating the syllabus, and grading essays and a research essay.

**American Literature I:** One section. Sophomore-level course introducing students to Colonial and Early-American literature, including poetry, short fiction, eyewitness accounts, narratives, Native tales, and letters. The instructor's duties are creating the syllabus; grading essay tests, a research essay, and daily responses to the assigned readings; and preparing daily lecture notes.

**American Literature II:** Two sections. Sophomore-level course introducing students to a variety of poets and authors from the Age of Realism and the Age of Modernism. Duties include creation of the syllabus, course outline, and essay tests; grading of tests, a critical research paper, and daily quizzes; reviewing MLA documentation and preparing daily lectures on the material.

West Georgia Technical College (Adjunct Faculty Fall 2000)

**Composition and Rhetoric II:** One section. Introduction to Literature. Course focused on interpreting and writing about poetry, short fiction, and drama. Instructor's duties were formulating topics for the essays, grading responses to the readings, grading essays, teaching MLA documentation style and research skills, and grading research essays.

West Georgia College (Adjunct Faculty Fall 1995)

**Readings and Composition I:** One section. First-year course focusing on grammar and mode-based essays. Duties include creation of syllabus and evaluation of student essays and classwork.

**Writing Center Tutor: 1990-1994.** Undergraduate and graduate experience conducting Writing Center operations. Duties include a variety of tasks, ranging from remedial English tutorials focusing on such issues as structural/organizational problems and reading comprehension assistance to addressing grammar concerns in student writing.

Columbus State University (Adjunct Faculty Fall 2001 to Spring 2002; also Spring 1996 to Spring 1997)

**Readings and Composition I:** Five Sections. First-year composition course in which students base their own essays on topics discussed in the reader. Mechanics and usage taught as the problems presented themselves in student writing. Duties include design of syllabus and evaluation of student essays and classwork. Research and documentation skills also covered.

**Readings and Composition II:** Five Sections. Literature-based composition course focusing on poetry, drama, and short story. Duties include teaching interpretation skills, design of syllabus, and evaluation of essays and classwork.

Southern Union State Community College (Adjunct Faculty September 1995-July 1997)

Composition Experience:

**Grammar and Composition I:** Seven sections. A first-year course of grammar and mode-based composition. Duties include design of syllabus and evaluation of essays and classwork.

**Grammar and Composition II:** One section. A composition course using a reader to introduce themes and topics suitable for student writing. MLA documentation

also covered in preparation for a research paper on current issues. Duties include design of syllabus and evaluation of student writing.

Developmental Studies Experience:

**Basic Writing:** One section. A developmental course focusing on the basics of written English from transitions to paragraph structure to grammar and mechanics. Paragraphs were mode-based. Duties include design of syllabus, evaluation of student writing, and testing of grammar skills.

**Basic Reading:** Three sections. A developmental course focusing on the basics of reading. Skills taught included recognizing transitions, inference, and patterns of arrangement in paragraphs. Also a focus on vocabulary skills. Half the course taught on Skills Bank (menu driven) and Speed Reader (Windows) computer programs. Duties include creation of syllabus, monitoring the learning of each new skill, troubleshooting computer problems, grading vocabulary and skills tests, and administering the Nelson-Denney test at the beginning and end of the course.

Literature Experience:

**World Masterpieces:** One section. A second-year course designed to introduce students to a variety of works from around the world. Duties include creation of syllabus and unit tests, and evaluation of tests and a research paper.

**Academic Service:**

Columbus State University

*Current*

**First-year Composition Interim Co-Director (Fall 2016 and Spring 2017):** With Barbara Hunt, I took on some of the responsibilities of the FYC Director until our department hired Rebecca Gerdes-McClain in the Spring 2017. Barbara handled hiring and yearly evaluations. I was the point person for D2L help and was in charge of class visits/observations of part-time faculty.

**First-Year Composition Committee (Fall 2006-present):** This committee examines issues dealing with freshman learning, from textbooks, to assessment, to Regent's Exams, to instruction. I am the chair of this committee for the 2016-2017 academic year. In Fall 2016 FYC offered three workshops related to MLA 8 and one workshop that brought together faculty who will teach the ENG 0999/1101 combo class in Spring 2017 with those faculty who have taught it this semester or in previous semesters.

**Turnitin.com Campus Administrator (Fall 2004-Fall 2011, Fall 2015-present):** In this campus-level position I contact faculty to offer training, instruct faculty in how to use the site, trouble shoot problems related to the site via the Turnitin Help Desk, and make a recommendation to the administration each spring as to whether we should renew the service.

**Workshop Host on Feedback Studio (Fall 2016-present):** The Center of Online Learning (COOL) brought me in to assist CSU faculty using Feedback Studio, the online grading suite associated with D2L/Brightspace. Offered three workshops over the course of the semester in Fall 2016. I average two per semester currently, one at RiverCenter and one on Main campus.

Past

**Writing Lab Coordinator (Spring 2004-Spring 2015):** As Writing Lab Coordinator, I performed duties such as overseeing the online schedule; assisting students and faculty with technology; troubleshooting computer, projector, and printer problems; supervising the student assistants; working with CINS and Instructional Technology Services; and keeping supplies on hand.

**Plagiarism Quiz Program Coordinator (Fall 2006-Spring 2015):** In 2006 I built a plagiarism education tutorial in WebCT Vista for our faculty to use as a supplement to their existing instruction. Students score 100% on three quizzes that test knowledge learned in the tutorial. This score satisfied part of the Information Literacy requirement for graduation. As coordinator, I made sure faculty can log on to CougarView, locate the tutorial in the repository, see scores, and troubleshoot problems in CougarView (ex: reset passwords). I also worked with the Testing Center to remediate transfer students who cannot pass the Testing Center version of the plagiarism test. In Summer 2010 I created a similar tutorial for the nursing department in APA format.

**Writing Center Advisory Committee (2006-2014, chair 2010-2013):** This committee serves in an advisory capacity when Writing Center director asks for input. We also seek to address concerns campus-wide about writing.

**English Education Panel Review (Spring 2006-Spring 2014):** I participated in at least one panel per year since 2006. These panels helped transition English Education students into English teachers.

**Arden Faculty Co-Sponsor (Fall 2002-Spring 2011):** Along with Dr. Aaron Sanders, I advised the staff of the *Arden*. Attended staff meetings and provided guidance and encouragement for the student editors. .

**Comprehensive Program Review Committee (Fall 2010):** This committee was charged with evaluation the department as a whole. We prepared a document for the administration to review and sought the input of reviewers both internal and external to CSU.

**Distance Learning Committee (Fall 2008- Spring 2009):** Met with others from CSU to set standards for the creation of/evaluation of online classes. I am first-level Six Sigma certified.

**Technology Committee (Fall 2007-Spring 2009):** This committee, chaired by Joe McCallus, explores possibilities and realities of technology as it affects and impacts our department. *Renamed Technology and Public Relations Committee in Fall 2008.*

**First-year Composition Hiring Committee (Fall 2008):** We hired Scott Wilkerson and Jon Lewis as full-time temporary instructors for Spring 09.

**First-Year Composition Committee Rubric Sub-Committee (Fall 2007-present):** In Fall 2007 a few of us from FYC began discussing what a departmental rubric might look like, moved toward a “departmental ethos.”

**QEP / CLAQWA Scorer (Fall 2006-Spring 2008):** I consistently participated in scoring sessions since the inception of the QEP.

**Search Committee (Fall 2007):** Chaired by Joe McCallus, this committee was seeking to fill the journalism position, but the position was converted to a non-tenure track position after the search failed.

**Generalist Search Committee (Spring 2006):** Hired Stephen Levin.

**Best Practices Committee (2003-2006):** Served on a committee seeking to

promote sound teaching practices in the department. We worked on Mission statements, common syllabi, and recommendations for best teaching practices for English 1101 in 2005.

**Planning Committee (2003-2005):** This committee was comprised of the chairs of all the department committees and met to discuss department level business.

**Freshman Assessment Committee (2005-2006):** This committee gave me assistance and feedback as I completed the plagiarism quiz. We met once in the fall to view the plagiarism quiz prototype and conducted other business over e-mail.

**Technology Committee (2003-2004):** Served as chair in 2004. Tech committee co-sponsored two WebCT demonstrations during Spring Semester 2004 and met to discuss matters relating to technology and multimedia that impact our department.

**Scholarship Committee (2003-2004):** This committee decided how to allocate the available scholarship money to students in the department. We also established clearer guidelines for the scholarships we offer.

**Linguistics Search Committee (2002-2003):** Served on a committee that sought to attract, evaluate, interview, and ultimately hire a candidate to teach Linguistics classes at CSU. We were successful in hiring a candidate.

**Freshman English Committee (2002-2003):** Served on a committee that addressed the needs and issues relating to teaching freshman composition.

**Grants Committee (2002-2003):** Served on a committee that sought funding for departmental projects and events.

**Arden Resource Person (2001-2002):** As a part-time faculty member, I attended staff meetings and informally advised the staff of the *Arden*.

**Regent's Exam Rater (Twenty-one sessions 2002-2011):** Evaluated student essays online according to the Board of Regents' three-point scale.

#### State University of West Georgia

**Regent's Exam Rater (Sixteen sessions):** Evaluated student essays according to the Board of Regents' four-point scale. Agreement rates range from 89% to 93%.

#### Shorter College School of Professional Programs

**Module Revision (August 1998):** Updated the English 100 module to reflect new page and chapter numbers in the 13th edition of the Harbrace Handbook.

**Internal Assessment of Business Writing (Fall 2000 to August 2003):** Evaluated essays by business students written at the beginning of the program and at the end of the program to determine if writing skills improved. Essays graded according to the Shorter SPP writing rubric.

**Resource Person for English 111 (2002):** Helped new instructors prepare for teaching English 111 by answering questions by phone and e-mail and by sharing class materials.

**ENG 111 Roundtable Discussion (October 2002):** Invited to discuss the direction and focus of ENG 111 classes.

#### **Community Service**

**Volunteer, LaGrange/Troup County Humane Society (July 2016-current):** I spend 2-3 hours per week socializing and exercising dogs at the shelter.

**SAT Essay Scorer (2008-2015):** Graded SAT essays on a 6-point scale. 15 sessions of 15-30 hours.

**Judge for Writing Competition**—Carson McCullers Awards—High School essay (Spring 2014), College Expository essay (Spring 2015).

**Judge for Creative Writing Contest –Poetry, Adult Division**—Chattahoochee Valley Writer’s Conference. (September 2010)

**Judge for Creative Writing Contest— Poetry, Youth Division**—Chattahoochee Valley Writer’s Conference. (September 2008, 2009)

**Guest Speaker**—Callaway High School College Success Class (Spring and Fall, 2007)

**Guest Speaker**—Callaway High School College Success Class (Fall, 2011)

**Judge for Creative Writing Contest –Poetry, Adult Division**—Chattahoochee Valley Writer’s Conference. (September 2011)

**Computer Training through University Instructional Technology Services (UITs) at Columbus State University**

D2L, Fall 2012, D2L Update Fall 2013, Update Fall 2015

Digital Measures, Fall 2009

Podcasting, Fall 2008

WebCT Vista, Fall 2005

**Computer Training through CINS at Columbus State University**

Basic WebCT Spring 2003

Pegasus Mail 4, Fall 2003

Creating Webpages in FrontPage, Fall 2003

Power Point, Fall 2003

**Computer Training through College of Arts and Sciences at State University of West Georgia, 1997-1998**

Beginning and Intermediate Windows

Beginning and Intermediate Word 97

Beginning Outlook

**Professional Development**

**COOL Course Accessibility Champion, 2017**

**“Copyright for Online Course Materials”** 1-hour Webinar/ COOL, March 2016

**Book Circle:** *Teaching Naked*, Spring 2016, Faculty Center for the Enhancement of Teaching and Learning



## **Workshop Presentation**

“Lights, Camera, Action: Digital Essay Feedback.” English Department. January 2017. (with Molly Wright)

“A Peek at MLA 8.” English Department Faculty. October 2017.

“Using Technology in Howard Building Classrooms.” Four sessions. August 2016.

“Using Turnitin.com.” CSU Campus. November 20, 2009.

## **Presentations**

“A Question of Audience.” Presented at SoTL Faculty Forum, Columbus State University. Columbus, Georgia. September 3, 2014.

Poetry Reading. Departmental faculty Lecture Series. Columbus State University, Columbus, Georgia. October 25<sup>th</sup>, 2014.

“Intensive Peer Review in First-Year Composition.” Presented at Georgia Southern First-Year Pedagogy Conference. Statesboro, Georgia. February 1<sup>st</sup>, 2008.

“Arming the Masses: Plagiarism Prevention for All.” Presented at the Georgia Conference on Information Literacy. Coastal Georgia Center. Savannah, GA. October 5-6, 2007.

“Acknowledging Intellectual Property: Digital Sampling and Plagiarism.” Presented at the Teaching Matters Conference. Gordon College. Barnesville, GA.. March, 2004.

## **Conferences**

Faulkner Conference 2013. University of Mississippi. Oxford, Mississippi. July, 2013. (Attendee)

## **Panels**

“Publishing a First Book.” Southern Literary Festival. University of Mississippi. Oxford, Mississippi. March, 2014.

## **Publications**

*Gravity* (collection of poems) (2014). New Plain Press, Auburn, AL.

Poetry publication in *Alligator Juniper*, Spring 2011

Two poems published in the CSU *Arden* (2004): “Isis” and “First Language”  
One poem published in the CSU *Arden* (2006) “The Ictus Women”  
Three poems published in the CSU *Arden* (2008): “Outmaneuvered,” “Pinsky  
Speaks to a Southern Girl” and “Last Night I Went to Dinner.”  
Two poems published in the CSU *Arden* (2009): “Estate Sale,” “Poems in Outline”

Poetry published nine consecutive years in the West Georgia College *Eclectic*.  
(A list of titles with each publication year is available upon request.)

### References

Barbara Hunt  
Department of English  
Columbus State University  
4225 University Avenue  
Columbus, GA 31907  
(706) 568-2054

Judith Livingston  
First-Year Composition Coordinator  
Department of English  
Columbus State University  
4225 University Avenue  
Columbus, GA 31907  
(706) 568-2054