

**Jessica Corey**  
**2015 report and recommendation narrative attachment**  
**February 18, 2016**  
**Prepared by Lois Agnew**

Jessica Corey joined the Writing Program faculty as a full-time lecturer in the fall semester of 2015. She has already established an excellent teaching record, evident in her teaching materials, observation report, and student evaluations.

**Teaching:**

During the fall semester, Jessica taught four sections of WRT 105. Her teaching materials reflect her thorough engagement with the WRT 105 learning outcomes and her ability to draw from her own research and expertise in order to enhance the course. Her c.v. update reflects her effective integration of her research on The Clothesline Project, rhetorics of silence, and activism into the framework of the course. She also describes her careful attention to designing a course that explicitly addresses the curricular goals we have recently established for WRT 105. The result is a course that offers exciting possibilities for WRT 105 students who have benefited from Jessica's unique areas of research and pedagogical expertise.

I had the opportunity to observe one of Jessica's classes during the fall semester. As I noted in my observation report, this class session was lively, engaging, and intellectually rigorous. Jessica had excellent rapport with her students and repeatedly demonstrated her ability to challenge their thinking while respecting and supporting them. I was impressed by what I saw that day, and the teaching evaluations across all four sections reinforced that positive assessment.

*Evaluations:* Jessica's teaching evaluations across all sections were stellar. It is clear that the vast majority of students liked and respected Jessica and thoroughly enjoyed her class. Students across all sections expressed appreciation for Jessica's enthusiasm, expertise, and helpful feedback on their work. Students repeatedly touched on Jessica's ability to motivate them, her commitment to their learning, and her accessibility. They wrote enthusiastically about the comfortable classroom environment she creates and described the lively discussions that resulted from her course design, classroom leadership, and respectful attitude toward them. Some students commented on the heavy workload, but the majority of students positively assessed the course's rigor, noting that the challenging nature of the course ultimately helped them become more skillful and confident writers.

**Professional development:**

During 2015, Jessica gave presentations at four conferences; one of these took place in the fall after she began her appointment at Syracuse. In addition, she has a forthcoming article in an edited collection, one article accepted by an online journal

*(The Atrium: A Journal of Academic Voices)*, and another article under review. She also participated in a symposium at the Women's Rights National Historical Park in Seneca Falls. This level of professional activity is impressive, particularly for a faculty member with a heavy teaching load.

**Recommendations:**

Jessica has had an excellent first semester. I encourage her to continue building on the strong foundation she has established and to let us know of any ways in which we can provide her with support as she continues to become familiar with the department and university.

**Chair's evaluative comments:**

Jessica Corey is an outstanding teacher who has already had a positive impact on Syracuse University students and the Writing Program. We look forward to continuing our work with her in the year ahead.