

# Debra Hall, BA|MA

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RateMyProfessors: <http://www.ratemyprofessors.com/ShowRatings.jsp?tid=1506651>

## **STRATEGICALLY BUILDING & MANAGING HIGH PERFORMING, STUDENT-CENTERED ENGLISH ONLINE PROGRAMS**

Created structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers. Involved in academic committees and programs, including Diversity Committee, Composition Committee, and SLO Restructuring Team which has seen an increase in the number of students earning community college credentials to 86%. Participated in the closing of equity gaps. Supported California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and California College Promise. Created an educationally coherent online course map that include specific course sequences, progress milestones, and course learning outcomes. Intuitive, well-grounded and respected professional offering productive career steering effective adult multi-site, education programs within large scale public education systems. Harnesses entrepreneurial insight and fiscal prudence to produce a well-balanced service continuum. Fosters excellent management principles and training rapport with individuals from all levels, cultures and backgrounds. Acknowledged throughout career for employing clear ideals, standards, and integrity to the mix of leadership and decision making. Organizes, executes and monitors programs with a strong, long-term ROI. Core competencies include:

- Program/Curriculum Development
- Request for Proposals & Bids
- Technology Savvy
- Talent Acquisition & Retention
- Policies & Procedures
- Tactical Marketing Initiatives
- Corporate Communications
- Project Management
- Practical Classroom Experience
- Strategic Alliances & Networking
- Presentations & Training
- Community & Media Relations
- Administration & Reporting
- Service & Program Start-Ups

## **COMPETENCIES**

Accountability, shared governance, course outcome content, standards and cored curriculum, key competencies, achievement standards, attainment targets, benchmarks, cognitive neuroscience and relevance, assessment, attained curriculum, authentic assessment, authentic learning connecting colleges and work related education programs based on real world application of skills, blended learning, block teaching, course objectives from basic skills to research to critical thinking, blooms taxonomy, cognitive, affective, psychomotor skills, collaborative learning blended with competency based curriculum, summative assessment, validation, concept maps, creative sequencing, paragraph development, context, super objectives, cross cutting themes, culturally responsive curriculum, alignment and modification based on differentiation to adapt to variety of cultures, taught students from over 50 countries, pedagogy didactics, differentiated instruction, focus on emerging issues,

formative assessment, peer evaluations, group processing, accountability, diversity, learning to know, do, to live together and be. Inquiry based learning, field studies, interviews, shared ideas, metacognition, predictive assessment, diverse multiple literacies, outcome based education, soft skills, student learning outcomes, multi-year approaches, comprehensive analysis for program efficient, mentoring, tutoring, support services, blended learning, competency based, cross cutting, metacognition, summative assessment, validation.

## **PHILOSOPHY**

When individuals collaborate with an educator to construct a solid foundation for learning, their capacity for success beyond basic skills is limitless. They see the possibilities of infinity.

I have implemented this philosophy since my first years in the classroom.

The cornerstone of my philosophy is a fundamental belief in the promise of a challenging and fulfilling life for all students. I developed a shared learning system early on, and that model continues to encourage students to form cooperative learning groups, share ideas and knowledge with other students...and thrive. Students process information from multiple sources, and that is why I balance individual learning with cooperative group experiences. I am all about organization. The more focused and structured students become, the more encouraged they are to strive for deeper critical understanding.

And humor. Laughter is a priceless teaching tool. A powerful vibration, humor allows students to use multiple brain functions and enjoy the most difficult learning tasks. I have a gift for humor, and it forms the foundation of my classroom teaching methods. To me, fun is the ultimate trump card.

I believe this is a most exciting time for educators to bring together diverse groups of students with a common goal of creating an enriching learning experience for all. As students celebrate one another and join cooperative groups, districts, parent organizations, teachers and administrators have a unique opportunity to organize global environments where all benefit. I feel that shared learning moves beyond the classroom student to my colleagues. I gain wisdom and insight through my connections and collaborative efforts with fellow instructors and campus staff members.

## **PERSONAL ATTRIBUTES**

I give every student my fair assessment.

I am enthusiastic and ever hopeful.

I am open to new ideas and welcome individuality.

I am not afraid to think outside the box in an effort to understand and empathize.

I am creative and excited about finding new ways to reach people.

I am an organized leader.

I am timely.

I am always professional.

I know how to be a friend and colleague.

I love to laugh.

I love to sing...in a chorus.

## **DIVERSITY**

One of my specialties as a distance learning instructor is working with multiply diverse students –

I offer No Cost/Zero Cost Courses for online students.

The growing population of nontraditional students:

- Adult Learners
- Students who did not immediately continue education after graduation from high school
- Commuter students who attend college only part time
- Work full time (35 hours or more per week)
- Are financially independent
- Have children or dependents other than a spouse
- Single parents
- International students: Latin Americans, Asian Americans, Middle Eastern Americans,
- African Transfer Students, European Transfer Students, Pacific Islanders, Multiracial
- Military students who finish university degrees post-retirement
- Students with Disabilities

At the same time, I address the needs of traditional students:

- Students who enroll in college immediately after graduation from high school,
- Pupils who pursue their studies on a full-time basis
- Complete their bachelor's degrees in 4 or 5 years at a young age of 22-23
- Are typically financially dependent on others
- Do not have children,
- Consider their college career to be their primary responsibility
- Are employed only on a part-time basis if at all during the academic year
- Attend college as an advanced high school program

## **EDUCATION**

Master of Arts (MA) – English Literature

The University of Oklahoma Norman, OK

Bachelor of Science (BS) - English, Speech, Drama, Business

The University of Oklahoma, Norman, OK

English, British and American Literature, Creative Writing

Blackboard Streamline Digital Online Teaching Instruction

Coursework Content

Wayland Baptist University, TX

Brain-Based Learning

Prof. Eric Jensen

Online Teaching Platforms

Riverside Community College District, CA

Summer Program

The University of Aix-Marseilles, France

Improvisational Acting

The Groundlings, Los Angeles, CA

## **PROFESSIONAL COLLEGE TEACHING EXPERIENCE**

**Assistant Adjunct Professor Composition and Critical Thinking**

**2010 - Present**

**Los Angeles Valley College | Valley Glen, CA**

**Face to Face / Online No Cost**

English 103

Focused students on advanced writing skills: organization for argumentative writing and preparatory expository writing for university skill level through organization, draft, rewrite, transformation and creation of interpretive analytical essays.

Directed reading comprehension: interpretations of novels, poetry, nonfiction and biography using conceptual and thematic approach thereby expanding cognitive skills to university level. Approached advanced essays from critical perspective including Standard Analysis, Feminism, Marxist, Reader Response, Structuralism, Archetype/Mythology.

Introduced guest speakers: authors and university pedagogues to augment learning input for matriculation.

Published student essays, Proven efficacy of concept mapping teaching methods. Achieved a high retention rate among students.

#### English 101 College Reading and Comprehension I

Taught advanced nonfiction and fiction analysis

Exposed student research essays and fiction writing to juried magazine e-publication to showcase excellence in writing research.

Created small group learning aggregates and established norming, role ownership, created positive and nurturing, erudite atmosphere.

Collaborated with students on individual composition projects to excel above writing standards for that level, using multi ethnic cultures and characteristics as assets to augment learning.

Achieved a 97% success rate for student achievement on par or above university skill level.

#### English 28 Intermediate Reading and Comprehension

Taught advanced nonfiction and fiction analysis

Polished basic skills and advanced students to college level research essays by implementing Roman numerical outline organization, MLA bibliography, a variety of research techniques, Promoted test fairness by mitigating sources of cultural influence; and contributed to assessment utility by developing effective means for communicating results to students. As a result, all students passed placement equivalency for advancement to upper division coursework.

Student learning outcome at 98% success in multi culture, multi-generational diverse groups.

#### English 102 – Online *No Cost/Zero Cost*

Taught students to write argumentative and persuasive essays about literary works.

Critical analysis, interpretation, and evaluation of literary works will be required.

Evaluated student ability to identify and analyze elements and principles of literature as exemplified in both traditional and contemporary literary forms and in literary criticism.

Critically written analysis and argument essays, complete reading and other writing assignments, participate in class discussions, and collaborate with classmates in small groups.

- Interpret ideas, language, and literary techniques displayed in literary works.
- Write unified, clear, and coherent essays that (1) demonstrate a critical analysis of fiction, poetry, or drama; (2) use sufficient examples from primary literary works and/or secondary sources to support the argument; and (3) are free from major errors in mechanics, punctuation, and spelling.
- Demonstrate knowledge of the techniques and conventions employed in various forms of literature (fiction, poetry, drama).

English 1B Online No Cost/Zero Cost– College Level Study of Literature, Critical Thinking, Writing  
Taught students to recognize and explain the principles of formal argument including:

Principles of effective logical analysis

Components of argumentation and persuasion in literary and critical works

Formal and informal fallacies of language and thought that weaken reasoning

Read and discuss literary works from a variety of genres – fiction, poetry, drama, and non-fiction prose – with understanding and insight.

Read literary works closely, recognize differences in language use, understand figurative language, and distinguish between literal and metaphorical meanings.

Recognize and appreciate some of the distinctive features of each genre covered.

Develop an appreciation for the broad diversity of authorial voices and cultural contexts in works of literature.

Analyze literary works with an understanding of how critical thinking and argumentation

Distinguish among facts, inferences, and judgments in literary works and discussions of literature.

Explain assumptions upon which particular conclusions depend in literary and critical texts and within their own arguments.

Interpret literary works using the formal components of literary analysis

Synthesize diverse interpretive alternatives and demonstrate an ability to assess those alternatives while engaging in discussions of literature.

Develop an understanding of diverse political, historical, and cultural viewpoints from the reading and discussion of literature.

Apply principles of sound critical thinking to their own interpretive/ argumentative essays by composing developed, unified, coherent, and stylistically fluent essays that:

Analyze, criticize, and advocate ideas about literary works.

Demonstrate a consistent and persuasive line of reasoning in writing,

Provide valid logical premises in support of an analysis of or argument about literary works.

Make inferences about evidence and draw conclusions in support of an interpretive or argumentative claim

Support premises about literary works with effectively integrated, relevant, thoughtful, and sufficient evidence drawn (as appropriate) from texts.

Analyze and interpret evidence so the warrant for using specific textual material as evidence for a particular claim is clear.

Demonstrate a consideration of alternate interpretations in creation of written literary arguments.

Online student learning outcome at 86% success in multi culture, multi-generational diverse groups.

English 1A Online - College-level critical reading, academic writing, and research skills

Critical Reading

Taught students to analyze college-level expository and argumentative texts directed at advanced readers

Writing Academic Prose

Guided students through the process of writing essays of 1,500-3,000 words, synthesize multiple patterns of development, and pursue answers to challenging questions or advance substantial arguments

Instructed students to illustrate and support claims effectively with relevant, thoughtful, and

evidence drawn from written and visual texts and from the writer's personal experience  
Created video tutorials to teach students to use the conventions of academic English to produce intelligible and stylistically mature essays free from errors in syntax, grammar, punctuation, diction, and spelling

#### Research Methods and Conventions

Took students through the process of writing a competent college-level research paper, gathering sources effectively, evaluating them for relevance and reliability, using a system to manage the research process so that it leads to a thoughtful and intelligible paper, and using MLA conventions at an advanced level to effectively cite and incorporate sources into the finished paper

#### Rhetorical Knowledge

Taught students to write essays in several different genres (expository, argumentative, exploratory), demonstrating awareness of audience and appropriate use of voice, tone, and level of formality:

Writer essays that employ the standard methods of academic discourse (effective thesis statements, introductions, conclusions, transitions, topic sentences, and summative sentences) for guiding readers through an analysis or argument

#### Awareness of the Writing Process

Demonstrated awareness of all stages of the writing process, and provide advanced critiques of their and others' work.

Student learning outcome at 98% success in multi culture, multi-generational diverse groups.

**Adjunct Professor Literature, Composition, Analysis, Critical Thinking**  
**Modesto Junior College | Moreno Valley, CA**

**2017-Present**  
**Online/No Cost**

Worked with Guided Pathways to Progress programs as an instructor at Modesto JC. Utilized PLN, a shared learning site for faculty, staff, administrators, and trustees to collaborate and access a comprehensive library of professional development resources, discussion forums.

English 101 | Online No Cost/Zero Cost– College Level Study of Literature, Critical Thinking, Writing No Cost/  
Level Study of Literature, Critical Thinking, Writing

Taught students to read and think critically (e.g. distinguish supporting ideas from main ideas, distinguish between student's own thoughts and thoughts of writer, and draw inferences and make judgments about a writer's thoughts and attitudes). Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.

Write essays online that demonstrate the use of expository and argumentative or persuasive forms of writing. Write essays online that demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling.

Write papers that show evidence of drafting, revising, and editing to reflect an academic style and tone. Use scholarly sources in a legitimate way: summarizing and paraphrasing source material, synthesizing multiple sources, integrating source ideas with his or her own ideas, and avoiding plagiarism by documenting sources according to MLA conventions

English 103 | No Cost/Zero Cost– College Level Advanced Study of Literature, Critical Thinking, Writing

Taught students

To demonstrate an understanding that college reading and writing involve rereading and rewriting.

reading journal, drafts, class work, and completed writing assignments will document this understanding.

To form generalizations about readings in writing and test generalizations specifically and coherently in essays

To summarize the position that an author is taking and draw accurately from a text toward the development of

To craft thesis statements for assignments and topic sentences for paragraphs that indicate the direction of ideas that sequentially develops. □

To demonstrate the appropriate use of personal experience, quotations, in-text citations, and information from published sources to develop and support analysis and argument. □

To develop the use of reading and writing to engage in academic inquiry.

Establish 1–2 course level student learning outcomes and indicate how each SLO will be assessed.

Course Level Student Learning Outcome Assessment Measure 1.

Write coherently organized analytical essays that demonstrate sound reasoning, the ability to clearly connect evidence to claims, advanced critical thinking strategies, and an understanding of conventions of scholarly writing.

Individual instructors will evaluate whether or not an English 103 student has met this outcome through an assessment of a major writing assignment produced for the course, scored according to a rubric coordinated to these Student Learning Outcomes.

Writings and/or class discussions and activities will demonstrate an understanding of Inductive and Deductive Reasoning:

Inductive reasoning is the opposite of deductive reasoning. Inductive reasoning makes broad generalizations from specific observations. Even if all of the premises are true in a statement, inductive reasoning allows for the conclusion to be false. Example: "Harold is a grandfather. Harold is bald. Therefore, all grandfathers are bald." The conclusion does not follow from the statements.

Deductive reasoning is a basic form of valid reasoning. Deductive reasoning, or deduction, starts out with a general statement, hypothesis, and examines the possibilities to reach a specific, logical conclusion. The scientific method uses deductive reasoning to test hypotheses and theories.

**Assistant Adjunct Professor Research Writing Methods**

**13 semesters**

**Wayland Baptist University | Plainview, TX/Virtual Campus**

English 3345– Research Writing Methods

Taught online advanced writing course using Blackboard with 92% completion success.

Instructed students in varieties of research methods: Evidence, Deductive Reasoning, Inductive Reasoning, Logic, Online Research, Interviews, Analysis of Sources, Field Research, Synthesis.

Taught Research Methods for Narrative writing, instructed students to research facts for creative writing. Result was 86% of student writings qualified for publication.

Conducted and recorded weekly Collaborate Sessions using interactive media, wiki resources, blogs, Cengage, Grammarly, SoftChalk, Atomic Learning. Semester attendance was 83%.

Participated with students in collaborate sessions, interactive discussion boards and breakout sessions and wikis. Result was 96% student participation within the virtual classroom.

Taught students effective ways to avoid plagiarism by using a variety of research methods.

As a result, 25% of student submitted essays qualified for publication.

English 1301 Composition and Rhetoric Inter-Academic

Taught hybrid course – Elmendorf Air Force Base military. Used peers, classmates and colleagues as a resource to receive feedback on their writing and its effect.

Taught diverse student learning styles, current theories to demonstrate knowledge of the writing process from first draft, through editing and revision, to final draft and publication.

A hybrid course, taught students both in the classroom setting and online | Blackboard 9.1 online technology.

Provide opportunity to explore the relationships between life and literature, and analyze various writing styles and genres.

WBU students, and in particular, those representing the military complex of the United States, required sensitivity to diverse academic, socioeconomic, cultural, and ethnic backgrounds.

Developed curriculum to embrace these issues during the summer sessions.

## **PROFESSIONAL EXPERIENCE**

### **HIGHLY COMPETENT**

Canvas

Camtasia

Advanced computer skills

Web Design

Web Development

Wordpress – Advanced Skills

Blackboard Collaborate – Advanced Skills

Development for students of cultural diversity, under represented and nontraditional students.

Blackboard Collaborate

Blogs

MindLinks

Cengage NOW Gradebook

Grammarly

McGraw-Hill Higher Education

Pearson's MyLab - Master

Respondus LockDown Browser

Original Customized Rubrics

Utilization of Campus Rubrics

Safe Assign

SmarterMeasure

SoftChalk - Synchronize Copied Content

Kaltura

Turnitin

Creation of Video Tutorials with Closed Captioning

D2L – Desire to Learn



## **CONFERENCES ATTENDED**

Cengage NOW Instructor Tools  
Etudes Project for Distant Learning -Los Angeles Valley College  
Introduction to Virtual Valley – Online Classes  
A Conversation about Brain Based Learning  
Cengage Learning Developmental Studies for College Success  
Kaltura for Online Education  
Turnitin for College Education  
Brightspace for D2L  
Canvas 2018  
Professional Learning Network

## **LITERARY PUBLICATIONS**

Hall, D. D. (1993, May 1). Look Inside: A Feminist Response to Tom Jones. Retrieved from

<http://www.lookinsidetomjones.com/> Oklahoma University Press, 1992

Hall, D. D. (2005, May/June). Failure Is Never A Solution, Because You Are The Difference, a Manual  
and Workbook for educators' Professional Development.

Hall, D. D. (2013). *Creative Writing Workbook*. Oklahoma City, OK: Bridge2Life.

Hall, D. D. (2015, January 1). Sweet Tea & Tumbleweeds. Retrieved from

[http://www.debihall.com/dh/Sweet\\_Tea.html](http://www.debihall.com/dh/Sweet_Tea.html)

## **PROFESSIONAL AWARDS AND HONORS**

Turnitin - Global Innovation Awards 2016: Honorable Mention

[http://www.turnitinuk.com/en\\_us/community/award-winners/item/debi-hall](http://www.turnitinuk.com/en_us/community/award-winners/item/debi-hall)Blackboard Innovative

Alpha Tau Omega Faculty Honoree, May, 2012, May 2013, May 2014, June 2015

Apple Award Appreciation, May, 2013, May 2014, May 2015, May 2016

EOPS (Extended Opportunity Programs and Services) 2011-2016 Teacher Award

Sponsor B.R.I.T.E Media Club LAVC

Oklahoma Teacher Excellence TSA, 2004-2016

Alpha Phi Fraternity Panhellenic Award for Excellence

Alpha Phi Alumni Association Leadership Team

Oklahoma University Alumni Leadership Team

## HIGHER EDUCATION COMMITTEES

English Placement Exam, Patrick Hunter Coordinator, Los Angeles Valley College  
Directed Students in Expository Submissions, winners of Kornbluh Award 2013, LAVC  
Advanced students won the prestigious Kornbluh Award for student essay, 2012.  
Composition Committee, LAVC  
Shared Governance, Diversity Committee, LAVC  
Involvement in LAVC campus programs such as Diversity and English committees  
Graduation Committee LAVC  
Association on Higher Education and Disability (AHEAD)  
Texas Educators of Theatre Arts Student Excellence Committee  
UIL Forensic Competitions Committee, Judge, Sponsor  
Junior Pan-Hellenic Oklahoma University  
Professional Development –District 10, Texas Breaking Ranks -scholastic and personal

## PROFESSIONAL MEMBERSHIPS

American Federation of Teachers  
Alpha Phi Alumni Association  
The University of Oklahoma Alumni Association  
National Educational Association of Disabled Students (NEADS)  
Editorial Staff *The Hollywood Quarterly*

## REFERENCES

### *Primary Professional College/University References*

Dr. Trish Trifolo – Virtual Campus Director WBU	<a href="mailto:trifolot@wbu.edu">trifolot@wbu.edu</a>	235-518-1495
Dr. Sandra Mayo – Asst Chancellor YCCD	<a href="mailto:sandra.l.mayo@gmail.com">sandra.l.mayo@gmail.com</a>	714-697-9090
Mr. Patrick Hunter Vice Chairman English LAVC	<a href="mailto:hunterpb@lavc.edu">hunterpb@lavc.edu</a>	818-947-2586
Dr. Cheryl Stoneham – Prof. English/ESL LAVC	<a href="mailto:stonehca@lavc.edu">stonehca@lavc.edu</a>	818-9475220
Dr. Alan Velie – Professor of English OU	<a href="mailto:alanvelie@ou.edu">alanvelie@ou.edu</a>	405-325-4661
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Dr. Jeff Rhyne – Chairman English MVC	<a href="mailto:jeff.rhyne@mvc.edu">jeff.rhyne@mvc.edu</a>	951-571-6254

### *Also available for Professional Reference*

Dr. Eva Bourgeois-Rhodes School Improvement TSA		817-481-9402
Dr. Guy Sconzo, Superintendent HISD		281-641-8001

### *Personal References*

Diana Baker, Educator		405-570-1036
Patty Shales, Business Woman		310-738-2504
Juli Anopol, Former Student for 2 courses LAVC)	<a href="mailto:anopolj@gmail.com">anopolj@gmail.com</a>	310-739-1229

