

Cindie Miller
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EDUCATION

MFA Sewanee The University of the South

Concentration in Fiction; with classes in nonfiction and film. Half of my classes were in literature, especially Southern and Post-Civil War Literature. My thesis is a novel addressing the ethics of a journalist pursuing a story without considering the consequences to a source.

BAE, English, Secondary certification Eastern Washington University

Concentration: English Language Arts

BA English Eastern Washington University

Concentration, Creative Writing

AA Yavapai College

Concentration, Communications

TEACHING EXPERIENCE

Instructor, Clarendon College

ENG Composition 1301, 1302, and ENG 2332, World Literature I and II, Technical Communications. Facilitator for Creative Writing group.

In addition to teaching traditional on-campus students in this small community college, I teach dual credit students (online) at numerous outlying rural school districts as well as nontraditional students (face-to-face) at two Texas Dept. of Justice campuses. The Creative Writing group is at one of these. I presented a workshop at the ACES (Amarillo College Educational Summit) annual conference on engaging students by incorporating outside interests into your curriculum, which addressed the growing concern of keeping students motivated and engaged in the classroom. I also served as the English program coordinator, the Faculty Senate secretary, and on three committees.

Music Teacher

Thompson Falls High School, Thompson Falls, MT

I accepted this temporary position at the request of the Thompson Falls School District in Thompson Falls, MT. With a shortfall of music teachers in the state, the district was exploring avenues by which it could continue to offer music to all students throughout elementary, Jr. High and High School. Because of my background in musical theater and voice, the district hoped I could fill this need despite lacking a degree in music. As such, I taught 5th grade music, 6th grade band, Jr High band, and High school chorus and band. All grades performed in winter and spring concerts, the high school band served as the school's Pep Band at games, and the high school chorus earned Excellent and Superior ratings at the District Festival in February 2019. I enjoyed stretching my limits and learning new skills.

Instructor

Volunteer State Community College, Cookeville, TN

Courses: Learning Support English, English 1010 and 1020 (Composition I and II), Experience of Literature (World Literature)

Continuing the experience of teaching freshman and sophomore English Composition classes offered me the opportunity to further explore the relationship between rational thinking and critical thinking. I attended the NISOD Regional Conference in Chattanooga, “Critical Thinking” and “Emotional Intelligence” workshops, which gave me further ammunition for my 1020 students’ argumentative papers; we added a unit on Propaganda, followed the new President’s actions and statements, along with other political leaders, and dissected their language and presence when answering questions from the press. We used commercials and posters as well to study the techniques used. This was by far the most productive unit I have taught from the positive response I received from my students. As we dig into argumentative research, we are using a theme of civil rights as the launching pad for argumentative papers.

In the Experience in Literature class, we dissected *To Kill A Mockingbird* and *Go Set A Watchman* to examine how writers edit and revise their work, and the effects of those changes.

Instructor

Nashville State Community College, Cookeville TN

Courses: Learning Support English, English 1010 and 1020 (Composition I and II), American Literature I and British Literature I.

Teaching a variety of core English classes to traditional and nontraditional students has cemented my love for teaching and given me more experience in developing effective teaching practices. I prefer a seminar/workshop style and discussion as opposed to direct lecture because of the opportunity to facilitate critical thinking in the classroom. Teaching dual-enrollment students has kept me aware of the development of students still in high school.

Instructor

Arizona Western College, Yuma, AZ (Parker campus)

Courses: English 101, Creative Writing (Quartzsite campus)

Instructing nontraditional students at a four-year college with a widely diverse student population has given me the opportunity to learn different approaches in teaching, as my students ranged in age from late teens to senior citizens. My English class was televised on four campuses, as southern Arizona is a widely rural desert area with branch campuses of the colleges and universities situated in several small communities. English 101, a core class, involved teaching academic writing to first-year students, a challenge at any campus. I particularly enjoyed the opportunity to help returning students develop their writing skills.

English, Language Arts Teacher

K12 Distance Learning

Course: American Literature

As a K12 teacher, I was responsible for as many as 13 sections of American Literature, with students from all over the country. The sections were separated into Foundations, Credit Recovery, and High School curricula; the numbers may range from 50 to 150 students during the course of the year. Writing assignments included poetry, novel, short story, research papers, persuasive and instructional essay, and others. The writing assignments used the Six Traits Writing guidelines as grading rubrics. This experience has given me insight and hands-on experience in the distance education world. We used Blackboard as our technical platform and conducted group lessons through Eluminate Live! It was a challenge to be able to develop a rapport with students in the cyber world.

Instructor

Mohave Community College, Lake Havasu, AZ
Courses: Transitional English and Creative Writing

As I continued my education through the Master's program at Sewanee, I had the opportunity to teach at the community college level in both classes for credit and adult education or enrichment courses. Transitional English was populated by nontraditional returning students who were not ready for English 101 and had to prepare to pass the Compass test. The concentration was on elements of grammar and basic academic writing. For the Creative Writing class, students were adults with an interest in developing fiction techniques with publication potential. This was a popular class and students were committed to working on their projects to the publication stage. Several students have since published in a range of venues, from online journals to traditional and nontraditional book publishers.

Tutor, English 100, 101

Mohave Community College, Lake Havasu AZ
Once again a tutor, I mentored students through their writing assignments, which included narratives, persuasive essays, and research papers. Many also were required to develop a multimedia presentation incorporating an oral component.

Instructor

Parker Unified School District, Parker, AZ
Courses: High School English and Drama
LeRoy Shontz, Principal

Public School, Title I Multicultural population on Native American reservation, approximately equal division of Native American (four tribes), Hispanic and Caucasian populations. Some non-English speaking students as well as ESL students. Teaching Drama at the high school level gave me a broader experience in developing an understanding of the diverse cultures; our first production was *Midsummer Night's Dream*, a challenge for experienced thespians. The second year we performed *The Wizard of Oz*; during the two years students also wrote, directed and/or performed short plays of their own authorship. Parker is the poorest school district in Arizona; understanding the culture of poverty as well as that of Native Americans proved to be a wonderful opportunity for me to develop skills that would never have presented themselves otherwise.

Instructor

Lake Havasu Union School District
Course: English Writing and Grammar, 8th grade

Public School, Title I Multicultural population with approx. equal division of Hispanic and Caucasian populations, many English language-challenged students.

Professional Affiliations

Association of American University Women
Phi Kappa Phi
Cookeville Creative Writers
Foxleaf Authors
Havasus Writers Group

Presentations

“Make Their Day—and Yours Too” presentation at ACES in Amarillo.
“The Effects of Domestic Violence on Children” as part of NSCC’s Domestic Violence Awareness conference
“Spring Frenzy” Facilitator: Memoir and Novel writing Lake Havasu, AZ
FCCLA Regional Keynote Speaker: “Surviving Domestic Violence” Parker AZ
Eastern Washington University Leadership Conference: “Tips from the Road”
Western Regional Honors Conference: “Finding a Voice with Honor”
National Conference on Undergraduate Research: “Writing from our lives: Why we write”
Gonzaga English Research Symposium: “Tennessee Williams and *Desire*”
EWU Creative Works Symposium: “Little Girl Lost”

Leadership Experiences:

Associate Editor, *Willow Springs*, EWU literary journal
Nonfiction Editor, *Northwest Boulevard* undergraduate literary journal
Toastmasters, International workshop facilitator and award-winning speaker
Dale Carnegie course in public speaking
Advocate and speaker for victims of domestic violence

Publications:

Short stories:
 “The Oasis” Foxleaf Anthology
Books:
 Ask Me No Questions. Publish America
Essays:
 “Two-Step Into Love” Foxleaf Anthology
 “Meditation.” *The Oasis*.
 “Hawks,” *Northwest Blvd.*

Awards received:

Academic:

Summa Cum Laude

ETS Letter of Excellence (Praxis II test for teachers, score of 198/200)
Edmund J. Yarwood Dean's Honors Student of the Year
Departmental Honors
Phi Kappa Phi membership
Rural American Scholarship
AAUW Scholarship
Lawrence & Vera Laughbon Scholarship
Who's Who Among Students in American Junior Colleges
Yavapai College Academic Scholarship
Honors, Dean's List

Writing:

1st Place, CCWA Literary Conference, Short Story
3rd Place, *Byline*, Personal Essay
Hon. Mention, PNWWC Literary Conference, Nonfiction Book *Secrets of a Horse Trainer*
4th Place, PNWWC Literary Conference, Nonfiction Book *Ask Me No Questions*