

TEACHING
PORTFOLIO
ALEX GREGOR

English Language & Literature

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ALEX GREGOR

Educator

www.marginalcomets.com
agregor@marginalcomets.com

Summary

As a teacher of English Language & Literature with more than 10 years of experience on 3 separate continents, I pride myself in my ability to support culturally and linguistically diverse learners in the development of their reading and writing skills as they relate to their own personal interests and goals.

Relevant Experience

Lecturer in English

John Cabot University (2018 -)

Department of English Language & Literature

- Teaches Composition, Food Writing & Creative Writing
- Coaches students on projects in the writing center
- Supports colleagues with writing instruction
- Co-plans departmental creative writing showcase

Teacher of Creative Writing

Marymount International School (2017 - 2018)

Department of English Language & Literature

- Founded afterschool writing program
- Supervised ~100 student writing projects

Long-Term Substitute Teacher

Marymount International School (2015 - 2018)

Department of English Language & Literature

- Planned units, delivered lessons, and assessed students in secondary school ELL classes, as well as Grade 9 English and IB courses, such as TOK, English A and English B.

Instructor of Composition & Writing Center Tutor

Georgia State University (2012 - 2014)

Department of English Language & Literature

- Supervised ~50-75 undergraduate student writing projects per year, from conceptualization to presentation
- Coached ~300-600 undergraduate and graduate students on their writing projects per year in the writing center

Writing Center Teacher & Assistant to the Director

Grady High School Writing Center (2012 - 2014)

- Coached ~50 students on their writing projects per year
- Assisted the Director with rebranding and event planning

Key Achievements

- Supervised ~50 undergraduate student writing projects over a three month period
- Proposed, founded, and implemented after-school writing program at int'l school
- Planned and facilitated cross-curricular writing workshops at international US university
- Executed rebranding of US high school writing center to increase scope and reach
- Co-planned and co-hosted international US university's creative writing showcase
- Served as a mentor to colleagues for improving instructional practices for writing
- Founded and manages international press publishing literature in translation
- Published ~50 works of creative writing

Education

Master of Education

Curriculum & Instruction

George Mason University (2015 - 2020)

Master of Arts, English

Literary Studies

Georgia State University (2011 - 2014)

Bachelor of Arts, English

Creative Writing

Georgia State University (2007 - 2011)

Certification

Postgraduate Professional License

English as a Second Language

Virginia Department of Education (2017)

Graduate Certificate

International ESOL Education

George Mason University (2017)

Digital Teaching [Portfolio](#)

www.marginalcomets.com/educator-profile

ALEX GREGOR

Writer | Editor | Educator

Profile

Born & raised in Atlanta, Georgia and currently living in Rome, Italy, Alex Gregor is one of the founding editors of OOMPH! Press, the banjo player in the band, The Ship & The Swell, and a member of the Department of English Language & Literature at John Cabot University.

As an educator, he has approximately 10 years of experience—the majority of which has been international—along with a strong background in content knowledge in the area of English Language & Literature, with specializations in Contemporary Poetry & Short Fiction, Creative Writing, and Academic Writing. He has extensive training and experience in Education, with an expertise in teaching culturally and linguistically diverse learners, as well as the unique skillset acquired by teaching in Secondary and University English Language & Literature Departments and working in writing centers. He has knowledge and experience with the IB and American education systems, along with a particular interest in cross-curricular writing and research, performance-based assessments, multimodal portfolio projects, and real-world opportunities for students that can be imagined and planned in the classroom, and then actually implemented as projects in their communities. He is a passionate mentor and guide for students at the secondary and tertiary education environments, as well as continuing education.

Key Achievements

- Proposed, founded, and implemented afterschool writing program at international school
- Planned and facilitated cross-curricular writing workshops at international US university
- Executed rebranding of US high school writing center to increase scope and reach
- Co-planned and co-hosted international US university's creative writing showcase
- Served as a mentor to colleagues for improving instructional practices related to writing
- Founded and continues to manage international press publishing literature in translation
- Founded and continues to manage pedagogical training organization
- Published more than 50 works of creative writing, including the book, *The Pollen Path*

Teaching Philosophy

My teaching philosophy is grounded in Piaget's theory of constructivism, which argues that people produce knowledge and form meaning based on their own experiences. I strongly believe that creating and maintaining comfortable and fun learning environments where content is meaningful, interesting and relevant is the best way to foster student development. When designing and teaching courses, I rely heavily on Tyler's theory of backward course design, Vygostky's theory of the proximal zone of development and Bandura's theories on self-efficacy; in a multicultural and multilingual environment, I utilize Krashen's input hypothesis, Genesee's theory of customized learning plans, Baker's holistic view of bilingualism, and, most importantly, Cummins' underlying proficiency model, his theory of empowerment and his quadrants for planning well-balanced lessons.

In simpler terms, my classes are student-centered and instructor-led. While I determine the major goals of my courses—within the constraints of departmental and institutional requirements, of course—I adapt each lesson to the interests and needs of the students—both on an individual- and class-based level.

What I Can Offer

- Writing Center Development
- Writing Across the Curriculum Program Design
- Reading Series
- Literary & Arts Publications
- Courses in Creative Writing, Publishing, Academic Writing & more

Recent Student Evaluations

“Very open, gives good feedback, encouraging, treats us like equals and plans well.”

“He made sure that we were all comfortable and welcome to share and discuss our work and worked to answer all of our questions and did his best to guide us in the right direction.”

“The class is amazing...The professor is incredibly prepared, nice, and positive towards us as students.”

“The skills and lessons learned are priceless and I thoroughly enjoyed every moment of this course.”

“Great discussion and feedback in the workshop, works very well as a course for improving writing.”

“Every class, you learn something new and find your way through the world of creative writing and publishing.”

“Probably the best CW professor I had...He was able to create a welcoming environment for all students and skillfully used [Microsoft] Teams, without ever making anyone (online or remote) feel left out. He clearly organized the work, making me feel way less anxious about deadlines...”

“Professor Gregor is extremely nice, open to dialogue, helpful, sympathetic, and any other good characteristic professors must have!”

Sample Class

CREATIVE WRITING WORKSHOP:

Food Writing

Syllabus

Creative Writing Workshop: Food Writing

Course Description

This particular creative writing workshop in food writing was designed to provide aspiring writers with an immersive experience with the genre that is student-focused and instructor-led. Over the course of the semester, the instructor and students will work collaboratively to develop an understanding of what food writing is and could be through: engagement with a wide range of texts written, published, and presented around the world from various cultural and linguistic contexts in order to create flexible frameworks and constraints that will aid in the production of original work (namely, the food memoir, the single ingredient history & recipe, the exploration of a journey or culture through the lens of food, and the restaurant review); development of a nuanced understanding of their own writing process, from idea generation, brainstorming and drafting to revision, finalization, submission and presentation, to develop their own “writer’s eye”; exploration of their own authentic literary style and voice as part of a larger effort to produce work that only they can write. Students will be expected to create a customized food writing action plan based on their goals and interests, produce a finalized personal portfolio with work ready for submission, and build the tools needed to build & participate in a creative community once the course is over.

Learning Outcomes

1. **Produce** creative writing in the genre of food writing that:

- a. Demonstrates their understanding of the creative writing process, from idea generation and drafting to revision and submission
- b. Showcases their ability to develop an original and authentic literary style and voice
- c. Exhibits their aptitude in research & written communication skills, specifically as they pertain to the genre
- d. Shows their capacity to effectively incorporate literary devices into their work, as well as develop characters, settings, themes, etc.

2. **Engage** with and respond to creative writing in the genre of food writing in ways that:

- a. Demonstrates their understanding of a particular author’s approach to the creative writing process, from idea generation and drafting to revision and submission
- b. Showcases their ability to identify and analyze the originality and authenticity of an author’s style and voice
- c. Exhibits their aptitude for reading and processing of writing composed in the genre
- d. Shows their capacity to locate and interpret literary devices used by authors, as well as the development of characters, settings, themes, etc.

3. **Participate** in a writing community—on the class level (workshop), local level (university & Rome) & global level (emerging & published authors, current influences, potential mentors, prospective publishers)—that produces, reviews and discusses food writing in ways that:

Syllabus

Creative Writing Workshop: Food Writing

- a. Demonstrates their understanding of the creative writing process, from idea generation and drafting to revision and submission, as it specifically relates to others (reviewers, editors, readers, etc.)
- b. Showcases their ability to identify, analyze, and promote work that utilizes an original and authentic style and voice
- c. Exhibits their aptitude and encouragement for reading and processing creative writing composed in the genre
- d. Shows their capacity and encouragement for locating and unpacking literary devices used by authors in their work, as well as their development of characters, settings, themes, etc.

Assessment

Assignment	Description	Weight
Portfolio	Work from Unit 1 (12%), Unit 2 (12%), Unit 3 (12%), Unit 4 (12%), and Unit 5 (12%) along with the Written Studies (10%).	70%
Participation	Workshop (10%) & Discussion (10%).	20%
Final	TBA. The final exam will be communicated to students either near the end of the semester or during the final exam period. Students can expect the exam to be an extension of the portfolio project, meaning that active participation in the course—on the individual and group level—will have thoroughly prepared you for the final exam.	10%

Schedule

Unit	Topic	Reading	Assignment
1	Idea generation & project conceptualization	<i>Eating Words</i> (intro) Peer writing	Action Plan + Food memoir
2	Identifying & exploring your local niche cuisine	<i>Eating Words</i> (1-2) Peer writing	History of a dish & single ingredient + recipe
3	Utilizing food as a vehicle for cultural discovery	<i>Eating Words</i> (3-4) Peer writing	Exploration of a culture through the lens of food
4	Professional food writing	<i>Eating Words</i> (5-6) Peer writing	Restaurant profile
5	Project finalization & presentation	Peer writing	Portfolio + Final

Assignments

Creative Writing Workshop: Food Writing

Food Memoir

In approximately 500 words, write a work of nonfiction that explores a poignant personal memory related to food. You may choose to write about the presence of food—banquet tables piled high for a feast; take-out containers scattered across your bedroom floor; late-night drive-thru orders picked up on your way home. Or, you may choose to write about the absence of food—what happens at the table before the food arrives; what happens at the table after the food is eaten; what happens when we fast; what happens when food becomes a problem. Or, you may choose to write around food—that is, experiences where food was secondary, where food was the backdrop, where food served as a catalyst to an experience, where food served as the bookend to a journey. These are a few boxes that you may choose to write in—but you may also choose to think outside of the boxes altogether.

First draft due: Tuesday, July 4th, 3:40pm

Written feedback due: Thursday, July 15th, 3:40pm

Final draft due: Tuesday, July 20th, 3:40pm

History of a Single Ingredient & Dish + Recipe

In one document organized into three separate sections, present: a) the history of a single ingredient (approximately 300 words; citing at least one source in MLA), b) the history of a single dish that uses that ingredient (approximately 300 words; citing at least one source in MLA), and c) an original recipe of this dish that uses that single ingredient (no word count requirements; however, it must include both an ingredient list and a numbered, step-by-step list of instructions to prepare and serve the dish; if the recipe is not your own, you should cite at least one source in MLA). I highly encourage you to focus on a single ingredient, dish and recipe that comes from your cultural and linguistic context—that is, your home, your local community, your region, and/or your country—so that, as you move forward with the portfolio project, you will be honing your craft in your particular niche or area of specialization, in a greater effort to develop your own unique style and voice as it relates to the genre.

First draft due: Tuesday, July 13th, 3:40pm

Written feedback due: Thursday, July 15th, 3:40pm

Final draft due: Tuesday, July 20th, 3:40pm

Assignments

Creative Writing Workshop: Food Writing

Journey or Exploration of a Culture Through the Lens of Food

Identify a culture (local, regional, and/or national); then, investigate any aspect of this culture's culinary context in either: a) Three flash vignettes (approximately 500 words each), b) One 1,000 word essay or story, c) Five pages of poetry, or d) One 1,000 word interview. The goal of the assignment is to develop a more nuanced understanding of the food culture in one particular place. You may choose to reflect on a previous experience in a particular place—either local or abroad. Or, you may choose to reimagine or even fictionalize an experience in a particular place. Or, you may decide to simply choose a particular culture and research that culture's culinary practices and rituals (citing at least one source in MLA). Or, you may choose to embark upon a journey into a particular culture and document your experience. Or, you may choose to conduct an interview with someone from a particular culture about a certain aspect of their relationship to food. No matter what you do, you must explore the relationship between culture and food.

First draft due: Tuesday, July 20th, 3:40pm

Written feedback due: Thursday, July 22nd, 3:40pm

Final draft due: Tuesday, Aug 3rd, 3:40pm

Restaurant Profile

Choose at least one restaurant and create a 500 word written profile that highlights their food, service, atmosphere and the overall experience provided to their clients. It may be helpful to consider that this particular piece would probably be published either on a restaurant's website and social media accounts, or in a publication showcasing dining destinations. It may also be helpful to think of the restaurant profile as a commissioned piece of written content that an establishment would use for marketing purposes. I encourage you to choose a restaurant that relates to your chosen niche cuisine, which you have been developing a deeper understanding of over the course of the semester. Last tip: keep it simple, keep it tight—choose your words carefully and remember that most people need to be convinced to read what you've written (so find ways to hook them early and keep them interested).

First draft due: Tuesday, July 27th, 3:40pm

Written feedback due: Thursday, July 29th, 3:40pm

Final draft due: Tuesday, August 2nd, 3:40pm

Rubric

Advanced English Composition

Workshop (20% of final grade)

	Exceeds A ≥ 93	Meets A-/B+ 87-92	Approaches B/B- 80-86	Attempts C+/C 73-79	Below C- or lower ≤ 72
Oral Feedback (10%)	Fully participates in our oral discussions, providing thoughtful positive feedback and constructive criticism to others.	Participates in our oral discussions, providing positive feedback and constructive criticism to others.	Participates at times in our oral discussions, providing some helpful comments to others.	Barely participates in our oral discussions, providing some comments to others.	Fails to participate in our oral discussions.
	10	9	8	7	0
Written Feedback (10%)	Fully participates in our workshop forums, providing thoughtful positive feedback and constructive criticism to everyone	Participates in our workshop forums, providing positive feedback and constructive criticism to everyone.	Participates at times in our workshop forums, providing some helpful comments to some.	Barely participates in our workshop forums, providing some comments to few.	Fails to participate in our oral discussions.
	10	9	8	7	0

Lesson Plan

Creative Writing Workshop: Food Writing

Unit 1	Idea generation & project conceptualization
Lesson 2	Embarking on your creative writing journey
Learning Outcomes	<ol style="list-style-type: none">1. Produce, engage with, and respond to creative writing, as well as participate in a creative community, in ways that:<ol style="list-style-type: none">a. Demonstrate their understanding of the creative writing process, from idea generation and drafting to revision and submissionb. Showcases their ability to develop an original and authentic literary style and voice
Assessment	Diagnostic: Quick Write A Formative: Quick Write B & C Summative: Food Memoir
Lesson Sequence	<ol style="list-style-type: none">1. Quick Write A: What's your earliest food memory? Recount this memory as a short, flash vignette (approximately 500 words). (10')2. Share your food memory with the class. Segue into local, niche cuisines. (10')3. Memory as a well for idea generation. Discuss other idea generation techniques. Show slide deck about the writing process. (15')4. Quick Write B: What's your approach to the writing process? In approximately 500 words, describe your writing process—from idea generation to writing and presenting work. (10')5. Share your experiences with the class. (10')6. Quick Write 3: Identity your niche cuisine and craft a rationale explaining why you have chosen it—consider how you will do this cuisine justice by generating original work that showcases your own unique literary style and voice. (15')7. Conclusions: Share your niche cuisine with the class and ask for ideas and feedback.
Homework	<ol style="list-style-type: none">a) Transform your earliest food memory flash vignette into a finalized food memoir to workshop in our next class meeting.b) Finish reading the introduction of <i>Eating Words</i>, then read the first section. Choose the piece that resonates with you the most and develop a blueprint from it that could be used as a framework for your own writing.
Next Class	Workshop

Student Work

Creative Writing Workshop: Food Writing

Introduction to the Portfolio

This project is composed of four pieces of creative writing which give us a window into the author's life journey through the lens of food.

First, we begin with her food memoir and rewind over a decade where she first explores her relationship with food through the packed lunches her mother used to make her for school.

We then look into the history of one of her favourite comfort dishes—Sinigang. The dish is deeply rooted in her mother's culture – giving us insight into her Filipino side.

Next, we follow her through a big milestone as she moves to Rome, Italy in pursuit of her degree. After learning the ins and outs of Italian food, she compares the cultural norms to that of her own in Australia.

Lastly, she writes a profile on one of the best restaurants in Rome. Not only do we learn what makes it so great, but get an insight into the essence of Italian culture and the kind of brilliant people that make it up.

Sample Class

ADVANCED ENGLISH COMPOSITION

Syllabus

Advanced English Composition

Course Description

This particular section of English Composition was designed to provide undergraduate students with an introduction to formal academic research-based writing in the English language. Over the course of the semester, each individual student will have the opportunity to develop skills in research, writing and presentation in an area of interest of their choosing based on their particular experience and goals. Students are required to identify a problem early in the semester and submit a research proposal aimed at developing a deeper understanding of that problem, complete with a list of possible sources, as well as a working thesis statement with supporting claims; by the end of the semester, students will have thoroughly conducted research on their topic, submitted a well-written research paper, delivered an oral presentation, and formulated a project proposal that provides a potential solution to the problem explored in their paper. This course provides students with the unique opportunity to develop the written communication skills necessary to write at the undergraduate level in the US system.

Learning Outcomes

1. **Produce** formal academic writing that:

- a. Demonstrates their understanding of the writing process, from brainstorming, planning, and drafting to revising, finalizing and presenting
- b. Showcases their ability to identify a problem, propose a thesis statement, and present an original argument on the subject in a well-organized paper, complete with the following clearly-divided sections: introduction, body, and conclusion
- c. Exhibits their aptitude in written communication skills, specifically the use of grammatically & idiomatically correct English prose for an academic audience in the English language university context
- d. Shows their capacity to effectively incorporate evidence into their writing from outside sources according to MLA style

2. **Conduct** primary and secondary research that:

- a. Demonstrates their understanding of the research process, from identifying preliminary sources to applying them to their projects
- b. Showcases their ability to find and seamlessly incorporate strong evidence for an argument into their writing, in particular the body section of a research paper
- c. Exhibits their aptitude in source evaluation and critical literacy skills, showing their capacity to select reliable sources

3. **Participate** in a writing community in ways that:

- e. Demonstrates their understanding of the peer review process and how it can be applied to their own individual writing process
- f. Showcases their ability to collaborate with their peers, instructors, and mentors to receive and provide feedback, thus improving their craft
- g. Exhibits their capacity in identifying relevant problems and proposing actual solutions based on research projects, as part of a larger goal of improving their community through collaboration.

Syllabus

Advanced English Composition

Assessment

Assignment	Description	Weight
Portfolio	Topic Proposal (5%), Annotated Bibliography (15%), Research Paper (35%), and Presentation (5%). The portfolio project was designed to provide students with multiple opportunities over the course of the semester to develop the skills needed to meet the learning outcomes required to pass the course. Since the project evaluates student growth over a period of time, students must submit all work on time and to the correct submission form (in simpler terms, this means that all assignments must be turned in to the appropriate submission form on the stated due date; all deadlines will be posted to Moodle and/or communicated in our classes, providing students with an adequate amount of time to complete and submit them). By default, any failure to submit any assignment on a given due date will result in a "0" on that assignment.	60%
In-Class Writing	In the same spirit as the portfolio project, in-class writing assignments provide students with multiple opportunities over the course of the semester to develop the skills needed to meet the learning outcomes required to pass the course. Currently called "Written Studies" in the course schedule below, these exercises will be assigned as needed throughout the semester; prompts range from questions that will aid you in the development of larger assignments, to activities that require you to hone a particular aspect of your craft, perhaps as it relates to one of the learning outcomes listed above.	30%
Final	TBA. The final exam will be communicated to students either near the end of the semester or during the final exam period. Students can expect the exam to be an extension of the portfolio project, meaning that active participation in the course—on the individual and group level—will have thoroughly prepared you for the final exam.	10%

Schedule

Unit	Topic	Reading	Assignment
1	Project conceptualization	<i>They Say, I Say</i> (1); Preliminary Research	Topic Proposal
2	Research	<i>They Say, I Say</i> (2); Secondary Sources	Annotated Bibliography
3	Writing	<i>They Say, I Say</i> (3); Secondary Sources	Literature Review
4	Workshop	Peer writing	Research Paper
5	Project finalization	Peer writing	Portfolio + Final

Assignments

Advanced English Composition

Portfolio

Identify a problem that interests you and develop a research question that aims to develop a deeper understanding of why that particular problem exists. At the beginning of the semester, you will submit a research proposal, complete with a list of possible sources, a working thesis statement with supporting claims, and a potential solution to the problem. By the end of the semester, you will have thoroughly conducted research on your topic, produced an annotated bibliography and literature review, submitted a well-written research paper, delivered an oral presentation, and formulated a project proposal that provides a potential solution to the problem explored in their paper.

At the end of the term, you will need to finalize the following documents in a single Google Drive folder titled, "Your Last Name, Your First Name - Portfolio":

1. Abstract
2. Topic Proposal
3. Annotated Bibliography
4. Literature Review
5. Research Paper
6. Presentation
7. Project Proposal

Finalized Portfolio Due: Tuesday, August 2nd, 3:40pm

Research Paper

Compose a 1,500 word research paper in MLA format that includes the following components: title; introduction with a clearly-stated thesis statement with three supporting claims; body with three separate sections, each for a supporting claim; conclusion that proposes a possible solution to the problem explored in the paper; works cited.

First Draft Due: Tuesday, July 8th, 3:40pm

Final Draft Due: Tuesday, August 2nd, 3:40pm

Rubric

Advanced English Composition

Research Paper (35% of final grade)

	Exceeds A ≥ 93	Meets A-/B+ 87-92	Approaches B/B- 80-86	Below C- or lower ≤ 72
Content (70%)				
Introduction	Provides a well-written, fluid and concise paragraph of at least 3-5 sentences that introduces the general topic, smoothly transitions to the paper's focus and clearly presents the thesis statement, which proposes an intended argument and includes defined supporting claims.	Provides an opening paragraph of at least 3 sentences that introduces the general topic and eventually transitions to the thesis statement, which states an intended argument and includes supporting claims.	Provides an opening paragraph that attempts to introduce the general topic and eventually transitions to the thesis statement, but the connection between topic and thesis is not clear. Thesis attempts to state an intended argument with supporting claims, but may be unclear.	Fails to provide a sufficient opening paragraph; makes no attempt to connect general topic with thesis, or fails to include an adequate thesis statement.
	(15)	(14)	(11)	(0)
Body	Includes a well-written, fluid and concise body section that is organized by your supporting claims. Each section follows the "dance" discussed in class (introduction, explanation, exemplification, interpretation, synthesization and conclusion)	Includes a clearly organized body section after the survey of research that supports thesis with supporting claims and examples. Connects to research.	Includes a body section that attempts to support thesis, yet lacks clear organization, supporting claims and/or examples. Attempts to connect to research.	Fails to include a body section that supports thesis. Does not make any connections to research.
	(30)	(27)	(24)	(0)

Rubric

Advanced English Composition

Conclusion	Provides a well-written, fluid and concise paragraph of at least 3 sentences that restates the thesis, concludes research and provides concrete solutions.	Provides a final paragraph of at least 3 sentences that restates thesis and concludes research. Ties up any loose ends.	Provides a final paragraph that attempts to conclude research. Thesis is not restated clearly.	Fails to provide a final paragraph that concludes research. Thesis statement is not restated at all.
Works Cited	(15) Presents a flawless works cited page. 5 source minimum.	(14) Presents a works cited page with few, minor errors.. 5 source minimum.	(11) Presents a works cited page with many major errors. Fails to meet 5 source minimum.	(0) Fails to present a works cited page.
Form (30%)	(10)	(9)	(7)	(0)
Follow MLA Formatting & Style	Perfectly formats entire research paper according to MLA standards.	Formats entire research paper according to MLA standards, with few, minor inconsistencies.	Formats research paper according to MLA standards, with many, major inconsistencies.	Fails to format research paper according to MLA standards.
Mimics Model Text	(10) Reflects the overall content and form of the Model Text; shows that student engaged with Model Text and applied approach to their writing. No inconsistencies.	(9) Reflects the overall content and form of the Model Text; shows that student engaged with Model Text and applied approach to their writing, yet there are few, minor inconsistencies.	(7) Reflects the content and form of the Model Text, with many major inconsistencies; shows that student engaged with Model Text and attempted to apply approach to their writing.	(0) Fails to reflect the content and form of the Model Text; shows that student did not attempt to apply approach.
	(5)	(4)	(3)	(0)

Rubric

Advanced English Composition

Appropriate Length	Meets minimum word requirement. Does not exceed maximum by 250 words. Seem complete—thesis is thoroughly unpacked and argument is well-rounded.	Meets minimum word requirement and does not seem incomplete; does not exceed maximum by 250 words.	Meets minimum word requirement, yet seems incomplete.	Fails to meet minimum word requirement and is incomplete.
Mechanics	(5) Writing is flawless. Showcases the writer's strong command of argumentative, formal academic language. No grammatical errors.	(4) Writing is strong, clear, fluid and concise. Includes some grammatical errors.	(3) Writing attempts to be clear, fluid and concise, but is not. Includes many grammatical errors.	(0) Writing is not clear, fluid and concise. Includes many grammatical errors.
Total Points	(10)	(9)	(7)	(0)
Grade				
Comments				

Lesson Plan

Advanced English Composition

Unit 1	Project conceptualization
Lesson 2	Drafting a topic proposal
Learning Outcomes	Produce formal academic writing that: <ol style="list-style-type: none">Demonstrates their understanding of the writing process, from brainstorming, planning, and drafting to revising, finalizing and presentingShowcases their ability to identify a problem, propose a thesis statement, and present an original argument on the subject in a well-organized paper, complete with the following clearly-divided sections: introduction, body, and conclusion
Assessment	Diagnostic: Quick Write A Formative: Research Question Discussion; Model Text Review Summative: Topic Proposal Form
Lesson Sequence	<ol style="list-style-type: none">Quick Write A: Identify 3 problems related to the topic of your choice. Formulate a research question for each problem that begins with either “How...?” or “Why...?” that aims to understand how or why that particular problem exists. (10’)Choose the strongest research question and share it with the class. Discuss. (10’)Provide overview of the research portfolio project—from topic proposal to research paper and presentation. (20’)Read model texts for both the research paper and then topic proposal. Create outline of each to then use as a template. (20’)Review topic proposal submission form together. (10’)Conclusions: Review what we’ve done and plan for next class.
Homework	Complete and submit your topic proposal form via Google Forms by next class.
Next Class	In-Class Writing

Student Work

Advanced English Composition

Abstract for the Research Paper

Agromafia: 24.5 Billion Euro on the Italian Dinner Table

In this research paper, I explore the ways in which the mafia infiltrates itself in the Italian food and agricultural system. My purpose was principally to determine the reasons behind their involvement within these fields and the effects these have on the Italian economy and consumers. As a matter of fact, this issue is pertinent to the everyday lives of Italian consumers, as it affects them more than they think, as I've detailed here in my research. After having taken the time to principally investigate the mafia's illicit activities through primary and secondary sources such as articles, research papers, and interviews, I came to the conclusion that the mafia has been taking control over the Italian food and agricultural sector by forging and adulterating high quality Italian products, exploiting laborers, and laundering their dirty money through restaurant businesses. The mafia has been investing its resources in this field, and has successfully managed to do so. To conclude, in my research paper, I give some suggestions that may help further the knowledge on this topic, possibly providing a method for policy makers to prevent food fraud, and help consumers understand that they can play a large role in changing the criminal organization's intentions.

A Case for Writing Centers

A Project Proposal

OBJECTIVE	To provide all stakeholders—especially students and teachers—with a physical or virtual space dedicated to the development of written communication skills and the promotion of the practice of writing, as part of a larger aim to improve student performance, support instruction, and strengthen school community.
OVERVIEW	The Writing Center Director works closely with the administration and teachers to design and implement a writing center program that meets the needs of their institution. The Center can be a physical, virtual, and/or hybrid space that is open before, during, and/or after school, where students can receive one-on-one tutorials on their writing, attend workshops and live readings, and access materials and resources.
RATIONALE	<p>Writing is an integral component of most coursework—not only is it a critical vehicle for communication, but it is also required for many forms of assessment ; however, students rarely receive one-on-one support from their instructors on their craft.</p> <p>The Writing Center is a two-fold solution to this problem: students receive support throughout the writing process, thus increasing the chances of submitting a better written product; teachers can rely on the Center to provide students with this support, as well as serve as a resource hub for cross-curricular writing initiatives and institutional community-building events.</p>
ROLES	Writing Center Director Trained Peer Tutors
SERVICES	One-On-One Tutorials Workshops, Reading Series & Writing Camps Professional Development & Instructional Support Resource Bank of Model Texts, Rubrics, Assignment Sheets & more
BUDGET	To be determined, based on institutional needs.

ALEX GREGOR

www.marginalcomets.com

agregor@marginalcomets.com