

# Amy Nelson Bangerter

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## Professional Summary

I am a university lecturer with over six years of experience researching, teaching, and writing about Asian American culture, American literature, and English composition. I am a highly self-motivated professional recognized by my peers for effective communication, cultural intelligence, and organizational skills.

## Education

### **The George Washington University**

Ph.D. American Literature, May 2005

Specialty: Asian American Literature

**Dissertation:** Chinese Youth and American Educational Institutions, 1850-1881

Advisor: Dr. Patricia P. Chu

### **Brigham Young University**

M.A. English, August 1998

Specialty: Folklore

**Thesis:** Cross-Cultural Conversion Narratives: An American Missionary in Taichung, Taiwan

Advisor: Dr. Philip Snyder

### **Brigham Young University**

B.A. English, August 1995

cum laude

### **Ricks College (now Brigham Young University–Idaho)**

A.A. Russian and English, April 1994

summa cum laude

## Teaching Experience

**Adjunct Faculty, Georgetown University, August 2022 - December 2022**

Course: ENGL 236, Introduction to Asian American Literature – “The Only Way Out is Through: The Genres of Asian American Literature”

- Incorporated instructional tools and design models grounded in substantive cognitive learning research such as problem-solving learning, knowledge retrieval, information predicting, reflective writing, high/low stakes learning, collaborative classroom activities, and backward syllabus design in the development and delivery of this course
- Communicated effectively with and actively listened to a diverse international body of students resulting in 100% student consensus on the creation of a safe and inclusive classroom environment
- Documented increased learner engagement and retention as demonstrated through meaningful and consistent classroom participation and incremental progress toward successful final grades for all thirteen students
- Analyzed and discussed works by the following writers/artists: Helen Zia, Maxine Hong Kingston, John Okada, Cathy Park Hong, the Daniels, Pornsak Pichetshote, Kumail Nanjiani, Carlos Bulosan, Viet Thanh Nguyen, Lisa Lowe, Elaine H. Kim, Sau-ling Cynthia Wong, Mari Matsuda, David L. Eng, Edna Bonacich, King-Kok Cheung, and le thi diem thuy

**International Volunteer, Kachin Refugee School, Malaysia, August 2018 - June 2019**

Course: Cambridge IGCSE ESL

- Developed a communicative language teaching (CLT) curriculum for six Chin refugee students from Myanmar seeking college entrance resulting in an 80% collegiate acceptance rate for students
- Delivered biweekly three-hour lectures including reading, writing, listening, and conversation skills as well as administration of and constructive feedback for several rounds of mock exams
- Managed limited resources and problem-solved logistical challenges through networking and enlisting community volunteers resulting in the creation of a new library

**Adjunct Faculty, George Mason University, January 2017 – December 2018**

Course: English 302N, Advanced Composition - Natural Science and Multi-Disciplinary Sections

- Helped students from diverse academic majors develop disciplinary expertise such as recognizing appropriate genres, analyzing rhetorical situations, understanding citation systems, reading critically, and synthesizing existing research to answer original research questions relevant to their fields of study
- Developed and delivered two weekly one-hour lectures for six sections of ENGL 302 (about 135 students) that included the creation and evaluation of quizzes, in-class and take-home assignments, reading responses, two major papers, an oral presentation, and a final research project

- Developed and delivered an **online** version of the course in its entirety using the Blackboard LMS system and appropriate education-based technology such as Kaltura, Hypothesis, Google Workspace for Education Fundamentals, and FaceTime
- Delivered one iteration of this course from Malaysia as the first taught by GMU English faculty residing outside of the Washington DC Metropolitan Area

**Homeschool Educator, Amman, Jordan and Williamsburg, Virginia, August 2010 – June 2016**

Course: K-8 language arts curriculum

- Created engaging and rigorous language arts courses which included literary analysis, creative writing, and poetry memorization; grammar-by-diagram methodology; generic analysis of mythology, fairy tales, fiction, biography, design, history, geography, music, conflict, and translation; writing about important literary traditions from various cultures
- Maintained flawless student records compliant with all state laws and reporting procedures

**Adjunct Professor, American University in Dubai, August 2005 – June 2006**

Course: English 102 – “Composition and Community”

- Developed and delivered two weekly one-hour lectures for three sections of ENGL 102 (about 70 students) from various countries around the Persian Gulf region, Europe, and Australia
- Focused on the contact, collaboration, and confrontation of different types of communities and how those interactions redefine the boundaries of community
- Created and evaluated quizzes, in-class and take-home assignments, reading responses, and several major papers to teach the concepts of narrative writing, critical analysis, and negotiation

Course: English 222 – “Introduction to Modern American Literature”

- Secured administrative approval to create and teach the first American literature course offered
- Developed and delivered two weekly one-hour lectures that introduced students to significant themes, styles, and literary developments from the Reconstruction Era to the present with an emphasis on how historical events impacted these developments
- Introduced critical perspectives fundamental to literary analysis which students incorporated into the final paper assignment
- Developed and evaluated quizzes, in-class and take-home assignments, journal prompts, a mid-term and final examination as well as a final research paper

**Reading Instructor, Institute of Reading Development, May 2002 - August 2002**

- Taught reading comprehension and speed-reading skills to over 150 students, including college students and working adults, using client-facing skills that resulted in brand loyalty, client satisfaction, and retention as demonstrated through customer satisfaction surveys and customer referrals

**Graduate Student Instructor, The George Washington University, August 2001 – December 2001**

Course: ENGL 10.85 – “China, Chinese in America, and Chinese Americans in American Literature, Film, and Television”

- Developed and delivered two weekly one-hour lectures for two sections (about 45 students) of the university’s first-year composition course with a focus on how various representations of “Chineseness” from the mid-nineteenth century to the present have influenced the construction of race, ethnicity, and nationality in both public and private spheres
- Analyzed and discussed the following literature, film, and television: *Mrs. Spring Fragrance*, *M. Butterfly*, *The Woman Warrior*, *The Accidental Asian*, *The Insidious Fu Manchu*, *American Images of China, 1931 – 1949*, *Broken Blossoms*, *Charlie Chan Carries On*, *Enter the Dragon*, *Chan is Missing*, *Slaying the Dragon*, *Maya Lin: A Strong Clear Vision*, *Rush Hour*, *Bachelor Father*, *The Green Hornet*, *Kung Fu*
- Developed and evaluated bi-weekly journal writing prompts, in-class discussions, two major papers and two oral presentations
- Led two class field trips to attend viewings and workshops at the Smithsonian Institute

**Graduate Student Instructor, The George Washington University, August 2000 – December 2000**

Course: ENGL 10.75 – “Genre and the Representation of Individual and Collective Identities”

- Developed and delivered two weekly one-hour lectures for one section (about 22 students) of the university’s first-year composition course, with a focus on how writers use different genres to express individual and collective identities
- Analyzed and discussed the following works: *Way to Rainy Mountain*, *No-No Boy*, *Cosmicomics*, and *Death of a Salesman*
- Provided for independent student-led trips to a Norman Rockwell exhibit at the Corcoran Gallery of Art and the exhibit “Picturing the Century: One Hundred Years of Photography” at the National Archives
- Developed and evaluated quizzes, in-class and take-home assignments, reading responses, and three major papers

**Teaching Assistant, London Study Abroad Program, Brigham Young University, January 1999 – June 1999**

- Assisted in supervising the general well-being and travel logistics of 40 students
- Researched and delivered bi-monthly lectures on “British” authors on location in England, Wales, and Ireland
- Guest-lectured in British literature courses while assisting professors in their research projects

**Adjunct Instructor, Honors Department, Brigham Young University, August 1998 – December 1998**

Course: Honors ENGL 115

- Designed and delivered two weekly one-hour lectures for two sections (about 44 students) of a first-year composition/literature course in the Honors Department
- Developed and evaluated quizzes, in-class and take-home assignments, reading responses, three major papers including a personal narrative, a research paper on the writings of Isaiah, and a critical analysis of *Hamlet* as well as a group project, written and performed by students, titled “Hamlet: The Lost Scenes”
- Led class field trips to a local Shakespearean theater production of *Rosencrantz and Guildenstern are Dead*

**Graduate Student Instructor, Composition Department, Brigham Young University, August 1995 -**

December 1995; August 1997 – May 1998

Course: ENGL 115

- Developed and delivered two weekly one-hour lectures for three sections (about 66 students) of the university’s first-year writing course
- Instructed students in personal narrative writing, negotiation, critical analysis, and research skills
- Trained fellow graduate student instructors including formal classroom observations and feedback

**Reading Tutor and Supervisor, Reading Lab, Ricks College (now BYU-Idaho), August 1993 - May 1994**

- Tutored both EFL students and native English speakers in reading comprehension and composition
- Supervised and formally mentored 12 peer tutors
- Co-drafted a second edition of the lab’s phonics manual including a new, lengthy EFL section

## **Awards**

<b>Four “Outstanding” Mason Core course ratings, George Mason University</b>	2017-2018
<b>Annual GMU Career Connection Faculty Award nomination, George Mason University</b>	2018
<b>Mandarin Chinese 4<sup>th</sup> year language proficiency, The George Washington University Language Center</b>	2005
<b>Asian American Literature Field Exam “Superior Mark,” English Department, GWU</b>	2005
<b>The Washington Post’s Interfaith Essay Contest First Place Winner</b>	2002
<b>University Fellowships, English Department, The George Washington University</b>	1999-2001
<b>Conference Travel Grants, English Department, The George Washington University</b>	1999-2001
<b>Academic and Community Service Scholarship, Brigham Young University</b>	1994
<b>Master’s Level Reading Tutoring Certification, Ricks College (now Brigham Young University–Idaho)</b>	1994

## Publications

Bangerter, Amy Nelson. "The New Englandization of Yung Wing: Family, Nation, Region." *Asian Americans in New England: Culture and Community*, edited by Monica Chiu, University of New Hampshire Press, 2009, pp. 42-65.

Nelson, Amy. "The Power of the Portrait: Edith Wharton's *The House of Mirth*." *Image and Text: American Creativity and the Relationship between Writing and the Visual Arts*, January 21 – 22, 2000, Wichita State University, edited by Mark Andrew White, Edwin A. Ulrich Museum of Art, 2000. pp. 112-121.

Ricks College Reading Lab Phonics Manual. 2<sup>nd</sup> ed. Edited by Allison McMurtrey and Amy Nelson, Ricks College, 1994.

## Presentations

Bangerter, Amy Nelson. "Using Kahoot in the University Classroom." GMU Innovations in Teaching and Learning Conference, September 2017.

Nelson, Amy. "You've Got Mail!: The Personal Letter, the Act of Writing, and Japanese American Female Subjectivity." Eighteenth Annual Meeting of the Association for Asian American Studies, March 28 - April 1, 2001, Toronto, Canada.

Nelson, Amy. "What Are You Staring At?: An Interdisciplinary Study of Form and Aesthetic Potentiality." Rocky Mountain Division of the American Society for Aesthetics Annual Conference, July 7 – 9, 2000, St. John's College, Santa Fe, NM.

Nelson, Amy. "The Power of the Portrait: Edith Wharton's *The House of Mirth*." *Image and Text: American Creativity and the Relationship between Writing and the Visual Arts*, January 21 – 22, 2000, Edwin A. Ulrich Museum of Art, Wichita State University, Wichita, KS.

Nelson, Amy. "Reading Religion: Andre Dubus and the Evolving Catholic Narrator." English Graduate Student Conference, March 1998, Brigham Young University, Provo, UT.

Nelson, Amy. "Huck and Scout: Wearing the Same Outfit." English Graduate Student Conference, September 1995, University Nevada Las Vegas, Las Vegas, NV.

## **Pedagogical Training**

### **Instructional Design Training, 2021 - 2022**

- Received online training in the following areas of instructional design: UDL (universal design for learning), successful modeling, needs analysis, storyboarding, adult learning, creating video training, working with SMEs, Agile instruction design, measuring learning effectiveness, E-learning basics, hybrid working foundations, and one-on-one tutoring best practices

### **Online Course Design and Development Learning Community, George Mason University, 2018**

- Participated in an eight-week English Department learning community focused on best practices for online course design with deliverables
- Completed weekly readings and participated in face-to-face discussions and discussion forums in Blackboard LMS
- Designed an online version of the English 302 course (advanced research writing for science majors) which included a module-by-module peer review and was delivered asynchronously the following semester

### **Composition Best Teaching Practices Learning Community, George Mason University, 2017**

- Participated in an eight-week English Department learning community focused on best composition teaching practices with deliverables
- Completed weekly readings and attended discussions of theoretical educational models including the four stages of competency as well as substantial syllabus design training in Addie, the learning objective-oriented syllabus, and backward syllabus design
- Designed an entirely new syllabus based on the backward syllabus design learning model that was incorporated into an English 302 course the following semester

## **Service and Outreach**

### **Volunteer Instructor, The George Washington University Hillel Office, January 2001 – May 2001**

- Co-created and co-taught a short story class for unhoused persons at Miriam's Kitchen in Washington, D.C.

### **President of children's organization, The Church of Jesus Christ of Latter-day Saints, Fairfax, Virginia, December 2016 – June 2018**

- Taught and supported over 70 children including weekly religious instruction and other activities
- Led annual teacher training courses for 15 teachers

**President of female youth organization, The Church of Jesus Christ of Latter-day Saints, Williamsburg, Virginia, August 2014 – August 2016**

- Taught and mentored 15 teenage girls including weekly religious instruction and weekly social activities
- Supervised two five-day wilderness summer camps for young women

**International Volunteer, Taiwan Taichung Mission, The Church of Jesus Christ of Latter-day Saints, February 1996 – July 1997**

- Taught weekly English classes to children and adults
- Worked to improve the quality of life for numerous Chinese and Taiwanese nationals through direct contact using Mandarin Chinese
- Received letter of commendation from a high-ranking Mission executive for the scope and value of service rendered