Georgia Gwinnett
COLLEGE

Office of the President

1000 University Center Lane
Lawrenceville, GA 30043
Phone: 678-407-5001
Fax: 678-407-5435
www.ggc.edu

May 31, 2011

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
Board of Regents
University System of Georgia
270 Washington Street
Atlanta, Georgia 30334-1450

Dear Dr. Noble:

It is my privilege to endorse the nomination of Dr. Jessica Damian for the Regents' Teaching Excellence Award. Dr. Damian is a charter member of the English faculty at Georgia Gwinnett College…indeed, she was the very first member of our English faculty, and she has been a driving force for student success since the day she arrived. When I first met Jessica I considered her to be one of the most remarkable teachers and mentors I had ever met in thirty years as a senior educator; the ensuing years have only reinforced the correctness of my initial view. Jessica Damian is the most extraordinary teacher I have known in my experiences as a professor, department chair, provost, and president.

Dr. Damian is a gifted teacher whose classes always are challenging and broadening for her students. She is an innovative and dynamic teacher who not only educates her students, but also inspires them to perform to the utmost of their abilities. Dr. Damian transmits her own passion for learning to her students, and she inspires them to explore the reading assignments and literature in greater depth and to think deeply and critically about the issues under examination. She enables them to become independent learners who acquire the critical thinking skills that are so crucial to later success in other courses as well as in their future careers and other endeavors. She teams with faculty from our history and foreign language programs to foster interdisciplinary approaches that facilitate student learning in multiple courses. As a result of her success in interdisciplinary teaching, Dr. Damian was asked to make a presentation on her program to the entire Board of Regents in 2009. She also has testified to the House Higher Education Committee of the Georgia General Assembly on how to improve retention, progression, and graduation rates for students for whom English is not their first language.

Dr. Damian's commitment to her students sets the standard for all others to emulate. She regularly remains on campus long after classes have ended to tutor students, to mentor student researchers, or to serve as a faculty sponsor for a student organization. Many of her students are the first in their families ever to attend college; for many, English is not their first language. Well over one third of her students work more than 25 hours per week, and many have family responsibilities that require their time and attention. For all of the obstacles, Dr. Damian's unsurpassed skill as a teacher and her indefatigable devotion her students inspire them to succeed, and, against all odds, they do. The measure of her success is the remarkable retention and progression rates achieved by her students, a level that matches or exceeds those at the much more highly selective state universities, no mean feat at an access institution that has an essentially open admissions policy.

Dr. Damian's contributions to Georgia Gwinnett College extend to almost every area of campus life. As the charter member of the English faculty, she was an integral member of the team that developed our initial core English program as well as the subsequent major and teacher certification programs. She has been elected by her peers to be the chief facilitator of the English program, a position analogous to a department chair, which we do not have at GGC. She also was selected to serve on the committee responsible for the development and oversight of our initial Quality Enhancement Program (QEP), a critical aspect of our reaffirmation review by the Southern Association of Colleges and Schools. In addition to her normal full teaching load in English, Dr. Damian also mentors a minimum of 20 new students every year, a commitment that extends well beyond the normal advising duties associated with reviewing course selections. Dr. Damian ensures she knows how all her mentorees are doing in their coursework as well as how they are faring personally. If any are struggling, Dr. Damian ensures they get the appropriate academic support or personal counseling.

Dr. Damian is the charter faculty sponsor for the Organization of Latin American Students, a club devoted to educating the entire student body on Hispanic culture. She has appeared numerous times on Hispanic television in the metropolitan Atlanta area, encouraging young Hispanics to complete their secondary education and continue on to college. Dr. Damian has been instrumental in the formation of community partnerships with the Gwinnett County Public School System, non-profit organizations, and Hispanic media outlets. She is deeply committed to seeing her students excel, not only in their academic subjects, but also as citizens who learn how to contribute actively to their communities and improve the lives of others.

The University System of Georgia is blessed to have many talented and dedicated teachers in its ranks. Dr. Damian has taken commitment to student success to an entirely new level through her funding of a fully endowed scholarship named in honor of her father. The Antonio Damian Scholarship is intended for an English major from a historically underrepresented minority, preferably a first-generation American. Our very first English professor at Georgia Gwinnett College has endowed the very first scholarship in our School of Liberal Arts. For decades to come, the Antonio Damian Scholarship will enable deserving students to achieve their dreams of earning a college degree.

Jessica Damian combines all the attributes of a teacher and scholar with infectious enthusiasm and dynamism. She sets the pace for all around her. Hers is a special kind of scholarship, one ideally suited to the tasks needed to instill in students a commitment to being a life-long learner as well as engaged and contributing citizens. In short, Dr. Jessica Damian is the most extraordinary college professor I have ever had the privilege to know. I am honored to recommend her for the Regents' Teaching Excellence Award.

Sincerely,

Dr. Daniel J. Kaufman
President

Georgia Gwinnett
COLLEGE

Office of the Vice President
Academic & Student Affairs

1000 University Center Lane
Lawrenceville, GA 30043
Phone: 678.407.5200
Fax: 678.407.5014
www.ggc.edu

May 31, 2011

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
Board of Regents
University System of Georgia
270 Washington Street
Atlanta, GA 30334-1450

Dear Dr. Noble:

"She *never* lets you go!"

These unsolicited, critically important words were spoken to me by a sales clerk at six o'clock one morning on my way to GGC. Spotting my Vice President nametag, she asked if I had a minute to speak with her. She came around the counter and asked if I knew Professor Damian. I informed her that I personally hired her as the initial and sole English faculty member for our new college. Indeed, I knew her well. The student continued, "I wanted to let you know that Dr. Damian is the most wonderful teacher I have ever known. Not only does she keep the class fully engaged every time, but she also made writing fun! She constantly checks on me out of class to see how I am doing in all aspects of life. She really cares."

I replied that is what we expect of all of our mentors in their relationship to their mentees and was glad she was pleased. "Oh no, Sir," she replied, "She isn't my assigned mentor. I just had her for class two years ago. Even though I finished her class back then, she still checks in on me and everyone else she taught to make sure we were still doing okay. **She *never* lets you go**!"

These words alone attest to the dedication Dr. Damian presents each day not only to her current students, but to her previously assigned students as well. She does this quietly and selflessly to ensure those students she inspired as freshmen, continue to progress rapidly toward a four-year graduation. This is in addition to the dozens of officially-assigned mentorees.

A review of her official student teaching evaluations reveals comments indicating why she is our most sought after instructor. Her class sections fill instantly. Further, if I

have a student who has a specific writing challenge, I work with her Dean to get the student assigned to Dr. Damian. When her sections are full, she volunteers to accept the additional students who need special attention because she knows that she will make the time to ensure their personal success.

One might wonder why she would go far above our expectations for teaching and mentoring students. The answer is found in a brief look into her past. In short, she is of Latino descent and was brought to America as a child by her father to escape the hardships of life in El Salvador. Her father believed strongly that education was the great leveler among societies and encouraged his daughter to lead the path as a first-generation college student. Jessica pressed on through significant obstacles to earn not only her baccalaureate, but her Ph.D. as well. She confided in me that she wanted to be a role model for the Hispanic community showing that obstacles can be overcome and successes achieved. Further, she wanted to do all that she could to remove obstacles not only for the Hispanic community, but for all students. To that end, she established the very first endowed student scholarship at her School for an English major from a minority, first-generation group. This represents tens of thousands of dollars of personal commitment to the success of students for decades to come.

This also explains why, from Day 1 of her hiring to the present, Dr. Damian volunteers for additional service responsibilities not only for her discipline, but for her School, the College and her external professional societies. The majority of the original English curriculum is the result of her personal efforts.

One cannot underestimate her leadership abilities. Despite being a newly-minted Ph.D., I selected her to chair GGC's initial International Affairs Committee. She led a large group of interdisciplinary faculty of higher seniority to develop the strategic policies and procedures that the college continues to enjoy today. Recognizing her writing talents, I asked her to review our SACS initial accreditation submission, numbering thousands of pages. SACS found no errors in our submission—none.

Her approach to teaching is hands-on, experiential, interdisciplinary and engaging. She shares her personal (and valuable) archival collection with the students—issuing them special gloves to handle and respect the glory of the documents. Students find it remarkable that she trusts them with such materials. Witnessing the awe and joy on their faces explains why they exit her classroom inspired about learning. She creates in them a thirst for learning that did not exist before her sage intervention.

GGC is an access college, but Dr. Damian made it her mission to ensure it is a "success" learning environment. She sets exceptionally high standards for all of her students, but uniquely provides them the support structures to close their intellectual gap. Failure is not an option afforded her students and she skillfully ensures their drive to success is internally and not externally motivated.

For all of these extraordinary efforts, Jessica was promoted early to Associate Professor by a panel of senior professors—a rare event. Her students, peers, senior faculty and administrative leaders alike find her to be an extraordinary role model. Each of these groups and virtually every administrator and leader—academic, student affairs, technology, library services, etc., know Dr. Damian by name. I cannot imagine any professor anywhere more deserving of the recognition this prestigious award offers.

By "never letting go," Dr. Damian is building inspired life-long learners committed to not only their own success, but to success in service to others. Awesome.

Stas C. Preczewski

Georgia Gwinnett
COLLEGE

Deans Office
School of Liberal Arts

1000 University Center Lane
Lawrenceville, GA 30043
Phone: 678-407-5401
Fax: 678-407-5492
www.ggc.usg.edu

February 24, 2011

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble,

I enthusiastically write this letter of support for Dr. Jessica Damian's nomination for the Excellence in Teaching Award. Dr. Damian is deserving of this honor as she is a brilliant and talented teacher-scholar. She brings passion and boundless energy to the classroom that is vintage Jessica. You have only to see her with students in individual conferences and weekend study groups to get a sense of how she engages students not only in the classroom but outside as well. This is what is expected of faculty, however, Dr. Damian goes beyond expectations in the way she relates to the students. Her unique ability to involve our diverse student population in the learning process is uncanny. She uses innovative classroom techniques and strategies to make sure that every student, regardless of ability level, has an equal chance of doing well in her classes. She again is deserving of this prestigious award and I would be pleased to provide you with additional information, if needed as you consider Dr. Damian's nomination.

Dr. Damian earned early promotion to Associate Professor of English, effective fall 2011. This is testament to Dr. Damian's "beyond expectations" performance in five areas of the evaluation process: Teaching, Student Engagement, Scholarship, Service and Collegiality. Dr. Damian's peers, dean and Vice President agreed that she had earned the early promotion designation. This too speaks to her skills as a teacher of excellence and it is my privilege to write on her behalf.

Dr. Damian is an outspoken and avid proponent of the mission and vision of Georgia Gwinnett College (GGC). She believes strongly in providing higher education access to all students. And more importantly, she believes that all students can learn and structures her classes such that the high school valedictorian and "potential scholar" each has an equal chance of doing well. These are qualities of a dedicated and compassionate teacher.

Dr. Damian began her tenure with GGC in January 2007. She was the first faculty hired to teach English and worked on the search committees that hired additional faculty in 2007.Dr. Damian worked with faculty colleagues during the summer of 2007 to develop syllabi and establish curriculum for the first freshmen class. Dr. Damian and her colleagues wrote syllabi for our English Composition courses and she, along with one other colleague developed a new literature course for our curriculum. The course, Transatlantic Literature, is

unique in the Georgia system but has gained popularity with our students and won the praise of the system for its period coverage.

In fall 2007, Dr. Damian and her colleagues began teaching the first general education core courses. It was apparent, from the beginning that Dr. Damian's style was engaging. She immediately involved her students in their learning by offering the necessary help inside and outside of the classroom. She met with students in individual conferences and formed weekend study groups to help with study skills.

Her student centeredness and most important, caring demeanor make and made for a very popular teacher. Dr. Damian's classes are always the first to fill. Students wait and/or sit out just to be able to take her class. She sets high standards, yet her willingness to offer the extra help is what attracts students to her courses. The students know that she cares. Dr. Damian wants to make sure that each of her students has an equal chance of doing well. She uses various modes/methods of classroom delivery, addressing the various learning styles of her students.

Dr. Damian has earned outstanding ratings in the teaching component of the annual evaluation throughout her tenure at GGC. Dr. Damian's care for her students and the enormous amount of time that she spends with one student sets her apart. Dr. Damian is passionate about her teaching and equally so about student engagement as the two are inextricably linked for Dr. Damian.

Dr. Damian has earned the reputation of one of the best and most caring teachers at GGC. Her gentle, yet firm manner is revered and emulated by many. She is often asked to represent the College at different events as she is able to articulate the vision and the mission of our College with vigor and vitality and to help other understand what we are all about. Dr. Damian is committed to the success of her students and GGC. These are qualities of an excellent teacher.

Colleagues, if you know Dr. Damian, you know that it is extremely difficult to separate her teaching from her service or student engagement. She does all seamlessly and effortlessly. She brings the same energy to service and student engagement as she does to teaching and the students are appreciative. Statements, from the student evaluations, include comments such as: "Dr. Damian always has a helpful attitude; "I thoroughly enjoyed the course"; "The class was very engaging;" "Class discussions were encouraged each class"."Dr. Damian is amazing"; "She loves her students more than anything".

I am especially pleased to read statements like the above as this lets me know how much our students appreciate the hard work of the faculty. Her teaching style includes engagement, scholarship and service. Her teaching is informed by her scholarship and her scholarship, by her teaching. She knows well what it means to be able to teach our diverse students as she is quite successful.

Dr. Damian is a fine teacher and one that I would be proud to congratulate for the Excellence in Teaching Award. I strongly endorse Dr. Damian's nomination for the Excellence in Teaching Award and would be pleased to share additional information, if needed. Please feel free to contact me for any other information that you may need.

Sincerely,

Lois C. Richardson

Lois C. Richardson, Ph.D.
Dean, School of Liberal Arts

Georgia Gwinnett
COLLEGE

May 18, 2011

Dear Regents' Outstanding Teaching Award Selection Committee:

Please accept this as my official letter of support for *Dr. Jessica Damian*, who has been nominated for the Regents' Outstanding Teaching Award. Based on my observations and comments by students, Jessica's focus on teaching is exemplary. Inside and outside the classroom, Jessica exudes professionalism, and gives tirelessly of herself for the professional and personal development of her students and colleagues. The purpose of this letter is to provide my rationale for why I believe Jessica's record warrants her receiving this highly coveted award for her pedagogical efforts.

I can not count the number of students that have commented on Jessica's effectiveness in the classroom. One student remarked, "Dr. Doug, you're one of the best teachers at GGC, but Dr. Damian is the best teacher EVER! She's awesome!" I have been so impressed watching her interact with members of OLAS (the Organization for Latin American Students), attending events they sponsor on campus or participating in activities in the community, and ensuring they maximize each opportunity. While this spans the categories of teaching and student engagement, it is hard to separate the two given her teaching philosophy and personal approach to the profession. As a teacher, Jessica is a role model for new and seasoned professionals, and a mentor to our students. She sets and maintains rigorous academic standards and expectations for her students. While our disciplines are not closely aligned, I have gleaned important lessons from Jessica from our discussions on pedagogical philosophies and strategies employed in the classroom. Further, when she presents for the Center for Teaching Excellence, I am inspired by her efforts to challenge traditional thinking in a manner that elicits student engagement, participation, and learning. She has been invited to speak at various pedagogical conferences, sharing her expertise of innovative practices in the classroom. I am excited about the essay she is contributing to a book on intersectionality in the classroom, which describes one of her many, innovative pedagogical techniques. She is known on the campus by students and peers for her intellect and commitment to the students.

While she teaches English courses, Jessica incorporates current events and societal challenges in her classes. For instance, in her English Composition I class, she hosted a provocative, multidisciplinary faculty panel to discuss S. B. 1070 for her students and the broader GGC community, as well as held in-class debates based on many intriguing essays and theories (e.g., W.E.B. DuBois's theory of double consciousness, Pratt's theory of contact zones). Further, I was captured by the various teaching methods used and diverse authors included in her classes. The activities are such that her students are engaged and motivated to meet or exceed her expectations. Not only does Jessica provide exceptional instruction inside the classroom, she embraces the notion that learning occurs in various situations and she rarely misses a teachable moment. She emphasizes service learning and social responsibility by encouraging participation in community related activities. At commencement, I am proud to hear her students discuss the impact she has had on their development and academic success. This is a testament to Jessica's willingness to nurture the holistic student and prepare them for what lies ahead.

Jessica is an outstanding educator whose commitment to the profession is unparalleled. I respect and value her professional and personal opinion given her character and integrity. As such, I strongly support GGC's nomination of Jessica Damian for the Regents' Outstanding Teaching Award. When asked to write the letter, it was an easy decision as I agree with the students' assessment: Dr. Damian is awesome!

Please let me know if you need additional information (cjohnson@ggc.usg.edu or 678.407.5771).

Respectfully,

C. Douglas Johnson, Ph.D.
Associate Professor of Management

February 24, 2011

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
Board of Regents
University System of Georgia
270 Washington Street
Atlanta, Georgia 30334-1450

Dear Dr. Noble:

The purpose of this letter is to recommend your careful consideration of Dr. Jessica Damián for the 2011 Excellence in Teaching Award. Dr. Damián is certainly the most talented instructor I have had the privilege of knowing. She engages students in a remarkable and life-giving way. To watch her teach is like watching a master potter form a beautiful vase out of a lump of clay. It's truly an awe-evoking experience to see her show students how to think independently, get involved in their community, and become catalysts for greater world change.

Dr. Damián models progressive educational methods. She will not merely deposit information and then ask her students to meekly regurgitate correct answers. Instead she poses provocative questions and fosters a safe place for interpersonal dialogue. In this manner, students take charge of their education and what they learn becomes a deep part of who they are. I was able to witness people in her English class blossom as they discovered their writing abilities. This change wasn't simply reflected in a grade book, it transformed their countenance as well. A student not only completes the course with a greater understanding and mastery of English, but he or she emerges with a tremendous sense of strength and accomplishment.

A classroom becomes a home and the students become a family under Dr. Damián's care. This incredible aspect of her teaching spreads throughout the GGC campus. In my class there were many students that had been at GGC for at least a full semester and had not developed a sense of connection to the school. By the last day of class there were tears, long hugs, and an unbreakable sense of camaraderie. Students who once felt isolated were now joining clubs and getting involved in their academic pursuits like never before. How did something so miraculous happen? Dr. Damián believes in and respects her students. This love becomes an overwhelming force that swallows up negativity and self-doubt.

Dr. Damián uses her talents to implant a hunger for knowledge and social justice in her students. This is certainly the most invaluable gift she offers. A student arises from her course with the desire and tools necessary to create lasting and powerful change. Perhaps the best summation of Dr. Damián's classroom experience is encapsulated in Gandhi's famous words, "Be the change you want to see in the world". There is no one I've known that lives these words more simply and consistently as Dr. Jessica Damián. Please honor her diligence by giving her this award. Thank you.

Sincerely,

Mary Beth Rumble

Mary Beth Rumble

May 12, 2011

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble,

I am honored to support Dr. Jessica Damián for the Excellence in Teaching Award. Her allegiance to her students' academic and personal growth is incomparable. Dr. Damián is not only interested in her students' success while they are her students, but invests the necessary time to develop an educational relationship with them that endures long after they leave her classroom. I am only one of many such students. As a member of the 2007 inaugural freshman class and a non-traditional student with a family, I have been continuously motivated by Dr. Damián. Because I have always enjoyed writing and trusted my proficiency, I came to college believing that I did not need an entry-level English course. I was terribly mistaken. Dr. Damián stretched, molded, and re-shaped my definition of what constitutes exceptional writing. Her devotion to GGC's standards of excellence transformed my good papers into great ones.

At our end of semester English 1101 conference, I asked her for the key to writing efficiently so I could arrive at my end result more quickly. She smiled, hesitated, and gave me an answer she knew I would not like: "Writing is a process and that process must be fleshed out. The steps in your process cannot be skipped or rushed." I remind myself of her wisdom often. The following semester, with Dr. Damián's support, I won the Excellence in Scholarship Award at GGC's first convocation. Later on, after three semesters of Dr. Damian's mentorship, I won the 2010 Excellence in Student Creativity Award.

In English 1102, Dr. Damián taught us the research process where she allowed us the freedom to choose a topic in order to ignite our passion for research. She steadfastly helped me tailor a topic that, in the end, we both knew fit me perfectly. When I journeyed to Europe, Africa, the Americas, and the Caribbean via her Transatlantic Literature course, my English 1102 research paper was revised into a paper that I presented at the 2009 Conference on the Americas. Once again, Dr. Damián was indefatigable as she prepared, supported, and mentored her students through a unique, undergraduate research experience. My paper was the culmination of three semesters of Dr. Damián's thought-provoking teachings on social marginality, transculturation, and double consciousness -- provocative theories all previously foreign to me. In fact, by the end of the semester, Dr. Damián shared with us a current article that detailed how Harvard University was in the process of revamping the way their students would study English, a program remarkably similar to what Dr. Damián was already implementing in her courses at GGC.

Buoyed by Dr. Damián's confidence in my abilities and the expertise I gleaned from my three semesters with her, I started a memoir in the popular psychology genre. She has met me for coffee and lunch many times to discuss my academic future, acting as my unofficial mentor since psychology, not English, is my major. Dr. Damián has given me invaluable advice and encouragement, especially those times when I have wanted to quit GGC. Because of Dr. Damián, I have persevered at GGC maintaining a high GPA while raising a family and writing a book. When I was awarded the 2010 Excellence in Creativity Award, it was due to Dr. Damián's teaching excellence. Now, as members of the Board of Regents you have the power to recognize Dr. Jessica Damián for the Excellence in Teaching Award.

Sincerely,

Kristine Ward
kward@ggc.edu

Georgia Gwinnett
COLLEGE

AY2011-12 TEACHING PORTFOLIO

Jessica Damián, Ph.D., Associate Professor of English, School of Liberal Arts

I. TEACHING PHILOSOPHY

I am a frustrated anthropologist, historian, geologist, and natural scientist. You wouldn't know it, however, since I hold a Ph.D. in nineteenth-century British Literature. My love affair with all of these subjects began during my freshman year in college at the University of Miami at Coral Gables. At this Research 1 institution, professors brought their formidable field work and subject area expertise to the classroom. I reveled in UM's interdisciplinary framework long before I knew what the term really meant. As a student, I could hear echoes of 'things' that seemed to belong together. By the end of my master's program at the University of Colorado at Boulder, worlds away from Miami, I finally put the pieces together. My graduate research and life's work on Romantic women writers centered on the very fields I loved as an undergraduate: the cultural legacies of the Incas, England and South America, silver mining, and ecocritical theories. I thus carved out a teaching and research space that was interconnected, intercultural, and global in scope. These three qualities remain at the core of my teaching philosophy as a professor not at a Research 1 institution but rather an open access institution where all students, irrespective of their background and college preparedness, can develop into contributing global citizens.

As an English professor, I have the privilege of teaching within the core curriculum. In many ways, my composition classes introduce students to college. Teaching the core is a responsibility that I take very seriously. If students do not feel welcomed, valued, and connected in these key classes, they will not move through their coursework. As a Hispanic female in academia, retention, progression, and graduation (RPG) rates mean everything to me. They keep me up at night. Currently, GGC's retention rate for Caucasian students is approximately 65 percent while the retention rate for African American and Hispanic students jumps to 75 percent, a considerable number that speaks to the high levels of student engagement on our campus. I want to ensure that our diverse student population remains in community and in dialogue with each other. To do so, I infuse intercultural and global perspectives within all of my English 1101, 1102, and literature courses. I select texts and create assignments that challenge students to unpack meaning, question cultural assumptions, and build bridges between seemingly disparate viewpoints. Students learn, for example, about Yoruba culture in Africa, the colonization of the Incas in South America, the struggles of African-Americans during the Civil Rights movement, carnival culture in Rio de Janeiro, Afro-Cuban religious syncretism, and the rise of the French Revolution. All of these interdisciplinary subjects, I believe, have their rightful place in an English classroom where students can write about, discuss, and develop their cultural competence. My task is to introduce the material, light the spark, and give students an open space to think critically about some "really heavy subjects."

As a way to foster ongoing dialogue with my students, I build teaching and mentoring relationships with them over time. I scaffold their learning to complement their personal and academic development as they progress through their courses. While they are in my English Composition I classrooms, I work with them one-on-one to strengthen their writing and critical thinking skills via a portfolio system that encourages pre-writing, multiple drafts, and revision. I dedicate the same attention to each student, whether I am teaching 20 or 80 of them. In the English Composition II classrooms, I ask them to become more sophisticated writers by producing a scholarly research paper with a sound critical and theoretical framework. Because they are budding academics, they choose the topic. I encourage students to follow their passions and engage in research that speaks to their intellectual interests. Finally, in the literature classrooms, students refine their academic work by learning how to write and present scholarly conference papers. Over the span of two or more months of co-curricular class time, I teach them to craft abstracts, prepare their presentations, and deliver them to the college community via mock-panel presentations held prior to the conference date. Since 2007, 12 of my students presented papers at the University System of Georgia's *Conference on the Americas*, an annual event sponsored by the Americas Council and the Office of International Education, and 1 student presented at SEWSA, the *Southern Women's Studies Association*. These are rare opportunities for undergraduates to cultivate their work.

Creating opportunities for my students guides my teaching. As the first person in my family to receive a Ph.D., I understand how to overcome the limited prospects available to students without a history of educational attainment. Because I understand the power of pedagogy, my mentorship of students inside and outside of the classroom remains seamless. I bring my experiences and Research 1 background into all of my teaching endeavors, inspiring students to seek new knowledge at the outset rather than the final stages of their academic careers. Encouraging my students to meet the rigors of graduate-level coursework while at the undergraduate level remains a hallmark of my teaching. I believe that in doing so, students will be better prepared to anticipate, adapt, and reinvent higher education in the twenty-first century.

In the past few years, I have come to adopt Jane Knight's internationalization model, "the process of integrating an international and intercultural dimension into the teaching, research, and service function of the university or institution of higher education," within my own academic career. My teaching, research, and service are now one and the same – a representation of the interdisciplinary model I enjoyed as an undergraduate and continue to cultivate for my students at Georgia Gwinnett College.

II. ABBREVIATED CURRICULUM VITAE

JESSICA DAMIÁN, PH.D.
Associate Professor of English, Georgia Gwinnett College
jdamian@ggc.edu

EDUCATION

Ph.D. University of Miami at Coral Gables, FL 2001-2006
Major: English, Awarded Honor of Academic Merit
Foreign Language Defended with Distinction: Spanish

M.A. University of Colorado at Boulder 1996-1998
Major: English Literature

B. A. University of Miami at Coral Gables, FL 1993-1996
Major: English Literature and *Minor*: Latin American History

RESEARCH AND TEACHING INTERESTS

British Romanticism and Romantic Women Writers, Transatlantic Studies, Caribbean and Latin American Literature, mining, the Andes, empire, travel writing, archival work

PUBLICATIONS

Book Chapters

- "These Civil Wars of Nature: Annotating South America's Natural and Political History in Maria Graham's *Journal of a Residence in Chile* (1824)" Aug 2010
  Romanticism and the Anglo-Hispanic Imaginary. Ed. Joselyn Almeida Beveridge Rodopi Publishers, Amsterdam
- "Tracing upon an old map the route to England: Mary Seacole's London and the Circum-Caribbean Market" Forthcoming
- My "Excuse Me" Tongue: Language, Culture, and Border Wars in the English Classroom
  Toward a Transformative Classroom: Creating Reflective Identities in Multicultural Settings. Ed. Dovile Budryte. Forthcoming

Refereed Journals

- Helen Maria Williams's Personal Narrative of Travels from *Peru* (1784) to *Peruvian Tales* (1823) in *Nineteenth-Century Gender Studies* 3:2 2007
- "A Novel Speculation: Mary Seacole's Ambitious Adventures in the New Granada Gold Mining Company," in the *Journal of West Indian Literature* 16:1 2007
- "Minting the Face of Empire: Coinage and the Shadow King in George Lamming's *In the Castle of My Skin*," in *Anthurium: A Caribbean Cultural Studies Journal* 2:1 2004

Book Project

- *Mining Romanticism: British Women Writers Explore South America, 1770-1860* Under Review

PROFESSIONAL SERVICE

- Review Board, *Nineteenth-Century Gender Studies Journal* 2007-current
- Editorial Board, *Anthurium: A Caribbean Cultural Studies Journal* 2006-current

PROFESSIONAL AND TEACHING EXPERIENCE

Georgia Gwinnett College

- *Associate Professor of English* 2011
- *Assistant Professor of English* 2007-2011

University of Miami

- *Instructor*, English Literature and Composition 2002-2004

College of Charleston

- *Assistant Director of Advising* 2000-2001

COURSES DEVISED AND TAUGHT

Pre-College Writing, Freshman Seminar, English Composition I, English Composition II, British Literature, World Literature, American Literature II, American Studies, Women's Studies, The Long Romantic Period, Transatlantic English Literature *

** Created new course for University System of Georgia Catalogue / Approved by Board of Regents*

PROFESSIONAL AFFILIATIONS

ACLA	American Comparative Literature Association
BWWA	British Women Writers Association
CLCS	Caribbean Literary and Cultural Studies
ICR	International Conference on Romanticism
KSAA	Keats-Shelley Association of America
MLA	Modern Language Association
NASSR	North American Society for the Study of Romanticism

SELECTED FELLOWSHIPS, GRANTS, AND ACADEMIC HONORS

Georgia Gwinnett College

- Outstanding Teaching Award 2011
- Fellow, Keats-Shelley Association of America 2011
- Excellence in Service to the Institution Award 2009

University of Miami

- Bernard Benstock Doctoral Award, Highest Departmental Honor, English 2006
- Citizens Board Research and Creativity Forum, Best Graduate Essay in the Humanities 2006
- Center for Latin American Studies Research Grant, Princeton University Archives 2005
- British Women Writers Association, Graduate Student Award 2004
- Provost's Doctoral Research Grant 2004
- College of Arts and Sciences Alumni Association Merit Scholar in the Humanities 1995-1996

SELECTED CONFERENCE PARTICIPATON (Full CV includes 30+ presentations)

International

- Blasting through the Parisian Epicenter: Helen Maria Williams, Anna Laetitia Barbauld and the Prospect of Latin America's Transatlantic Commerce Aug 2005
  NASSR 2005 / Deviance and Defiance / University of Montreal, Canada
- "The Tropics and the National Body: Primitivism and Colonial Disease in Maria Edgeworth's *Belinda*" Jul 2003
  Women's Writing in Britain, 1660-1830
  University of Southampton and Chawton House Library, England
- "Under the T(r)opic of Cancer: Lady Delacour and the Diseased Romantic Body" Jul 2003
  Nineteenth-Century Worlds: Local/Global
  University of Notre Dame Interdisciplinary Studies, London, England

National

- "A Curious Field for Moral Instruction: Anna Barbauld's Lessons in Mineralogy" Mar 2011
  19th Annual British Women Writers Conference / The Ohio State University
- "Tracing upon an old map the route to England: Mary Seacole's London and the Circum-Caribbean Market" Nov 2009
  International Conference on Romanticism
  City College and Graduate Center of City University of New York
- "The Work of Teaching Transatlantic Romanticism" Oct 2008
  International Conference on Romanticism / Oakland University, Michigan
- "I Drew Between Human Life and the Scene I Was In": Annotating Natural and Political History in Maria Graham's *Journal of a Residence in Chile* (1824)" Mar 2008
  16th Annual British Women Writers Conference / Indiana University, Bloomington

Regional

- "The Transatlantic Canon and the Classroom: Negotiating the Literary Correspondences of Europe and the Americas" Feb 2009
  Conference on the Americas / Clarkson, GA
  The Americas Council and the USG Office of International Education
- "The Lucid Silver and the Glowing Ore: Mining the Landscape in Helen Maria Williams's *Peru, A Poem in Six Cantos* (1784) Apr 2007
  15th Annual British Women Writers Conference
  University of Kentucky
- "The Face of Empire: Currency and the Shadow King in Lamming's *In the Castle of My Skin*" Mar 2003
  22nd Annual West Indian Literature Conference
  University of the West Indies and the University of Miami

PANELS CHAIRED

- "Representing Tragedy and Humor in Caribbean Literature" Mar 2011
  The Present Future of Caribbean Literature and Cultural Studies Conference
  Center for the Humanities, University of Miami at Coral Gables
- "Chawton House Library: A (Re)Collection of Early Women's Writing" Mar 2006
  14th Annual British Women Writers Conference
  University of Florida

INVITED SPEAKER

- "Testimony of Faculty Experiences at Georgia Gwinnett College"
  House Higher Education Committee, State Capitol of Georgia Feb 2009
  Invitation extended by President Daniel J. Kaufman and Vice President Stas Preczewski
- "Student Engagement and Interdisciplinary Teaching Opportunities at GGC" Oct 2008
  Board of Regents, University System of Georgia
  Invitation extended by President Daniel J. Kaufman and Vice President Stas Preczewski
- "Editing the Romantics: Archival Research of Helen Maria Williams's *Peru*" Apr 2008
  ENG 820 Graduate Student Seminar
  Invitation extended by Dr. Paula Feldman, C. Wallace Martin Professor of English
  University of South Carolina

SELECTED ADMINISTRATIVE, COMMITTEE, AND COLLEGE SERVICE

Georgia Gwinnett College 2007-current

- SACS Accreditation Committee
- QEP Committee, Internationalizing the Curriculum
- Chair, Internationalization Committee
- Partner by Invitation, White House Initiative on Educational Excellence for Hispanic Americans
- English Curriculum Committee and English Search Committee
- Chair, English Professionalization Committee
- Founder and Faculty Advisor, Organization of Latin American Students (OLAS)

LANGUAGES

- Spanish (fluent; native speaker); French (reading proficiency); Portuguese (reading proficiency)

III. REPRESENTATIVE COURSE DESCRIPTIONS (Literature and Composition Courses)

SPRING 2011 *ENGL 3650 (The Long Romantic Period) "Romantic Geographies"*

During the nineteenth century, Britain encountered the world. Heightened imperial expansion to hitherto unexplored lands in Africa, South America, India, and the Atlantic world brought foreign landscapes closer than ever before to the heart of empire in London. A problem arose, however. How to understand, represent, and package these panoramas for cosmopolitan audiences back in the metropole? How did one, in the words of William Gilpin, fix nature "in your own memory – or convey, in some degree, your ideas to others" so as to sketch and/or reconstruct these views? Romantic Geographies will study the ways in which the literature of the Romantic period negotiates and complicates the notion of travel, exploration, and cartography itself -- the task of mapping peoples and places within blank spaces. We will pay close attention to the figure of the traveler, triangulating the relationship between gender, exploration, and empire. In addition, students will investigate how the inward and outward journeys of Romantic travelers coalesce.

Students will utilize Edmund Burke's theories on the beautiful and sublime and William Gilpin's theory of the picturesque as the theoretical framework through which to understand and discuss Romantic Geographies. Supplementary research and discussion materials include digital archives and secondary sources of literary criticism from Romantic scholars in the field.

Pedagogical Strategies:

- Taught students to explore non-western and non-canonical literatures
- Utilized audio poems and digital archives to enhance classroom instruction. Sites include the William Blake archive http://www.blakearchive.org/blake/ and the British Women Romantic Poets Project at the University of California, Davis, Shields Library http://digital.lib.ucdavis.edu/projects/bwrp/index.htm

FALL 2010 *ENGL 1101 (English Composition I) "Border Wars: Mexico, the U.S., y La Frontera"*

After 15 years of teaching undergraduates at private, public, and open-access institutions, I have never felt more keenly that the border wars between the United States and Mexico play themselves out most intensely in college classrooms. Nearly 25 years after the publication of Gloria Anzaldúa's defiant and seminal work *Borderlands: La Frontera*, the English classroom remains a charged space where the languages of these border countries collide. The classroom, in many ways, reflects what cultural theorist Mary Louise Pratt describes as a "contact zone," or a "social space where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power."

This semester, our class will act as the contact zone where we will discuss the current immigration debates, especially S.B. 1070 in Arizona. Students will discuss how the movement of peoples and cultures across the borders of the United States and Mexico impacts our shared political, social, and cultural status as Americans. Some of the questions students will ask are: What does it mean to be an "American" in the United States? How do race, gender, and ethnicity impact the ideological framework of American nationalism? What does it mean to be illegal vs. undocumented in the United States? How does language impact our broader assumptions about certain social groups? How do border environments in the United States shape the construction of plural personalities? Students will work within an interdisciplinary learning environment as a way to help them think critically about the "border wars" between Mexico, the U.S., *y la frontera*.

Pedagogical Strategies:

- Organized Faculty Roundtable discussion on S.B.1070 and its impact across US
- Fostered dialogue on cultural and linguistic differences, citizenship, and public ethics

SPRING 2010 *ENGL 1102 (English Composition II) "'Passing' in America"*

What if you could slip into a world that seemed out of reach? What if your skin color, sex, race, and/or sexual orientation, however, denied you access to that world? What if you could enter that world without anyone noticing? This semester we will explore the concept of racial "passing," which Thadious Davis describes as "the movement of a person who is legally or socially designated black into a white racial category or white social identity." Students will read Nella Larsen's novel *Passing* (1929) as a way to

explore how and why "passers" moved in and out of highly contested social spaces during the Harlem Renaissance.

W.E.B. DuBois's "theory of double consciousness" will provide students with a theoretical framework through which to investigate social markers of race and the challenges individuals face when self-identifying with a certain social and/or racial group. Students will also extend their knowledge to explore examples of contemporary "passers" in 21st century America. Supplemental discussion materials include Lorna Dee Cervantes's "Poem for the Young White Man who Asked Me How I, An Intelligent Well-Read Person, Could Believe in the War between Races" and Henry Louis Gates's documentary film *African American Lives 2*.

Pedagogical Strategies:

- Incorporated discussions of race, ethnicity, identity issues, and transatlantic slavery in America via documentary film, *African American Lives 2*, narrated by Dr. Henry Louis Gates, Jr., Harvard University
- Introduced students to W.E.B. DuBois's cultural theory of "double consciousness"

FALL 2009 *ENGL 2100 (Transatlantic English Literature) "Transatlantic Transplants"*

The Atlantic world remains a geographic region defined by change. Whether cultural or economic, linguistic or atmospheric, the countries of the Atlantic-rim continue to evolve and redefine themselves amidst the push and pull of their transatlantic history. As Europeans crisscrossed the Atlantic in search of new prospects, the distance between continents began to diminish. Diverse populations thus found themselves in flux as they learned to steal, borrow, and adapt elements from each other. This course will consider how the movement of peoples, plants, and animals, what Caribbean theorist Edouard Glissant describes as "human and biotic migration," occurred as a result of scientific expeditions, the transatlantic slave trade, and global climate change. We will pay close attention to the ship as metaphor, discussing how authors such as Charles Darwin, Phillis Wheatley, William Shakespeare, Olaudah Equiano, Toni Morrison, and Jean Rhys inform our understanding of "transatlantic transplants" and the fertile soil upon which they landed. Darwin's *On the Origin of Species by Means of Natural Selection* will provide students with a theoretical framework through which to investigate how peoples, cultures, species, languages, and nations evolve. In keeping with the interdisciplinary and comparative approach of the course, students will read Anglophone, Francophone, and Hispanophone writers from both sides of the Atlantic. While students will read all foreign language works in translation, they will have an opportunity to study selected works in their original publication language.

Pedagogical Strategies:

- Directed students as they engage in archival work via first and early editions of 18th and 19th century texts, which I supplied from my personal library. I supplied gloves, pencils, and built 20 wooden cradles to support classroom instruction.
- Partnered with University of Colorado's Special Collections and Archives Department to secure the shipment and exclusive classroom use of a rare, 19th century double fore-edge book valued at over $1,000 (*Please see section VIII*).

IV. REPRESENTATIVE COURSE ASSESSMENTS

Sample Core Curriculum and Major Classes AY2007-2009

Semester	Course	Section	Number of Students Passed 70 or Better	
Spring 2011	ENGL 3650 Romantic Period	1	16 out of 16	100%
Fall 2009	ENGL 2100 Trans Literature	1	12 out of 14	86%
Fall 2009	ENGL 1101 English Comp I	1	19 out of 19	100%
Fall 2008	GGC 1000 Freshman Seminar	1	14 out of 15	93%
Spring 2008	ENGL 1102 English Comp II	1	16 out of 17	94%
Fall 2007	ENGL 1101 English Comp I	1	13 out of 16	81%

GE9 General Education Outcome
Transatlantic English Literature (Fall 2007 2 sections)

GE9 Engage with and Understand Endeavors in Literature or the Arts	# Students Who Met Outcomes	Percentage
1. Engage with and understand endeavors in literature or the arts as a reflection of or enhancement of the human experience	8 out of 8	100%
2. Articulate awareness of human creativity in various forms of artistic expression	8 out of 8	100%
3. Demonstrate a sense of the ways in which literature or the arts interact with diverse historical, cultural, or social contexts	8 out of 8	100%
4. Recognize the relevance of literature or the arts to political, social, and global perspectives	8 out of 8	100%
5. Demonstrate an informed perspective on literature or art studied	8 out of 8	100%
6. Make arguments analyzing, interpreting or offering critical judgments about literature or the arts using formats, styles, and approaches appropriate to the academic genre studied	8 out of 8	100%
7. Participate in cultural events and activities related to literature and the arts	8 out of 8	100%
8. Make connections within and across the arts, literature, and music to other disciplines, life, cultures, and work	8 out of 8	100%

ENGL 099 Student Success Pre-College Writing
(Fall 2010 1 section)

Outcomes	Assignment, Project, or Activity	# of Students Who Met Outcomes	Percentage
Demonstrate critical reading skills	Weekly outside readings; grammar homework assignments; peer review evaluations and analysis	15 out of 19	79%
Produce writing at the essay level that clearly communicates, develops, and supports a thesis	Rhetorical mode short essay composition; timed class essays; grammar quizzes; exams	15 out of 19	79%
Demonstrate proficiency identifying and producing types of essays based on rhetorical modes	Homework composition assignments; in-class analyses; exercises in class review form; and analyzing typical essays	15 out of 19	79%
Demonstrate ability to use appropriate diction, syntax, and form for various specified purposes	Production of different types of essay structure; in-class writing	15 out of 19	79%
Demonstrate proficiency of the writing process via a portfolio	Portfolio; peer review team exercises	15 out of 19	79%

Demonstrate proficiency interacting with texts appropriately and ethically	Textbook exercises; writing to meet expectations of prompts	15 out of 19	79%
Demonstrate a working knowledge of the essay form through the reading and production of multiple essay	Responses to outside weekly readings; peer review analyses	15 out of 19	79%

ENGL 1102 (English Composition II) Spring and Summer 2010

Table 1 Using Correct Number and Varied Sources (4-6) in Research Project

Section and Enrolled Students	# Students Who Met Outcome	Percentage
Spring 2010 Section 05 (17 students)	15 out of 17	88%
Spring 2010 Section 28 (19 students)	17 out of 19	89%
Summer 2010 Section 01 (19 students)	14 out of 19	74%

Table 2 Using Correct MLA Style in Formatting and Documenting Research Project

Section and Enrolled Students	# Students Who Met Outcome	Percentage
Spring 2010 Section 05 (17 students)	15 out of 17	88%
Spring 2010 Section 28 (19 students)	17 out of 19	89%
Summer 2010 Section 01 (19 students)	17 out of 19	89%

V. TEACHING AND STUDENT ENGAGEMENT ACTIVITIES

(Heavy emphasis on holistic development of students)

- Schedule one-on-one mid-term and end-of-semester conferences for 80+ students
- Teach additional 30 minute, 1, and 2 hour classes per week for non-traditional, first-generation, and struggling students
- Schedule an average of 8-10 weekly student appointments in office, Library, and campus buildings to accommodate student schedules (duration of meetings 30 minutes to 2 hours)
- Schedule phone conferences in the evenings, Saturdays, and Sundays for at-risk students and students in need (extension of learning environment); coordinate weekend study sessions
- Extensive use of email and text-messaging to create and build relationships outside of class
- Engaged in holistic development of students by directing and/or mentoring students on questions including but not limited to English courses, General Education requirements, majors, minors, GGC, family difficulties, jobs, scholarships, financial aid, transferring to other institutions, housing, transportation, and wellness issues

VI. MENTORING ACTIVITIES AND ENGAGEMENT OUTSIDE OF THE CLASSROOM

(Heavy emphasis on holistic development of students)

English Majors:

- Mentor and advise 35+ students in Language and Literature, Interdisciplinary Studies, Writing and Rhetoric, and Teacher Certification concentrations

Organization of Latin American Students (OLAS) Founding Faculty Advisor 2007-2011:

- Founded student organization in May 2007 to help bridge the education gap for Hispanic and underserved and underrepresented student populations
- Encourage and foster sense of community among OLAS members; increases retention, progression, and graduation rates

- Mentor OLAS Executive Council and 30+ students within student organization

Composition, Literature, OLAS Students (AY2010-11):

- Wrote 25+ letters of recommendation for students applying to internships, grants, medical school, graduate school, law school, pharmacy school, nursing school, resident assistant positions, and employment opportunities. University applications and acceptances include: Harvard University, University of Pennsylvania's Wharton School of Business, Georgetown, George Washington University, Stanford, Emory, University of Chicago, and Columbia University.
- Directed 8 student personal statements for graduate school, medical school, law school, pharmacy school, and nursing school
- Served as a personal reference for 4 students seeking scholarships

Literature Students Presenting at Academic Conferences:

- Coordinated 2-3 month-long abstract writing workshops
- Mentored students on conference proceedings and expectations
- Lead average of 10+ individual meetings with students to prepare and revise conference papers
- Coordinated, scheduled, and moderated mock-panel presentations
- Directed peer-to-peer mentorship by inviting alumni from previous literature courses

Office of Internationalization

- Directed 2 applications for International Public Policy Fellowship Program, UNCFSP
- Directed 2 applications to Summer Institute for Global Leaders in the Caribbean, University of the Virgin Islands
- Directed 1 application to Student Conference on US Affairs (SCUSA) West Point Academy
- Directed 1 application to Ubuntu Institute Fellowship Program to Southern Africa
- Served as faculty advisor on International Public Policy Fellowship Program Committee

VII. EVIDENCE OF INTERDISCIPLINARY TEACHING VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS RESEARCH GRANT

Interdisciplinary Project Awarded $2500
Edited Volume: *Intersectionality: Transforming the College Classroom Where Cultural Identities Overlap*

What is a transformative classroom? How is it related to intersectionality? Why does the twenty-first century demand attention to intersectionality in the undergraduate classroom? To gain insight into these questions, this book explores how the concept and frameworks associated with intersectionality can be used by faculty in college teaching. In their chapters, the authors will outline the main tenets of intersectionality-based approaches and will demonstrate how these approaches can be applied in diverse classrooms. The authors will use examples and stories from their own classroom experiences.

GGC Principal Grant Directors:	Dr. Dovile Budryte, Political Science
	Dr. C. Douglas Johnson, Management and Business Systems
GGC Grant Participants:	Sociology, English, Psychology, Spanish, and History professors

VIII. Rare Books and Special Collections Day

Doctoral Archival Research at the Undergraduate Level
Dean Lois C. Richardson, Ph.D., School of Liberal Arts and Transatlantic Students

IX. REPRESENTATIVE COURSE EVALUATION 2009-2010

Fall 2010 ENGL 1101 (English Composition I)
"Border Wars: Mexico, the U.S., *y La Frontera*"

Jessica Damian, English Composition I (ENGL110125)

Comments Report

4. Overall Evaluation

4.5) What I found **most valuable** about this course was:

- Dr. Damian's teaching methods are extraordinary. She is a completely compelling and empowering instructor. In our coursework we read about alternative education practices and then she manages to guide us just like the ideals of those practices. It was amazing to see what we learned about in action and actually functioning in the way it was meant to! She is an extremely talented educator.
- Everything is this class was valuable from the course theme to all the assignments we did.
- How amazing the professor was, Dr. Damian would always help you at anytime.
- I found most valuable this course was written best composition.
- I learned about important issues going on in the world.
- I was able to grow as a student and as a person.
- Jessica Damian is the absolute best teacher I have ever had at any level of education. Amzing grasp on teaching not a single student struggled because of her excellent teaching qualities. She deserves a raise.
- The emphasis on revision that Dr. Damian taught us greatly helped me in improving my writing technique. The class environment she formulated helped make this class the best class I've ever participated in. I always felt motivated to come and participate in class.
- The professor engaged the students.
- The teacher and how she taught.
- the importance of writing a well developed essay using concrete details and support from texts.

4.6) What I found **most challenging** about this course was:

- Everything was also most challenging because we had to step out of our confort zone and put ourselfs in other peoples shoes and write about important topics.
- Getting together with group members outside of class. Not her fault.
- I found most challenging about this course was critical thinking.
- Reading the readings assigned in class.
- The anzaldua's essay, but at the end it turn out to be easy because of the professors help.
- The books we read during this semester and the essays we wrote.
- The material we covered was really complex. Dr. Damian has extremely high expectations for her students. But there was not a moment that I didn't feel fully supported by her so although it was difficult, I persevered because I was encouraged.
- The readings were very difficult. Professor Damian assigned readings that required multiple readings to understand.
- some of the writing assignments were hard, but in the end made me a better student.

4.7) Additional Comments or Suggestions

- Dr. Damian is a one in a billion professor. She is definately my favorite professor I've had so far. Her experience in teaching and knowledge makes her in my opinion the best professor at GGC.
- Dr. Damian is awersome couldnt have asked for a better professor!!!! I love her so much!!!!!
- Dr. Damian is the best teacher I have ever had and ENGL 1101 is the most riveting course I have ever taken. Thank you, Dr. D!!!
- Dr. Damian is the most amazing professor and human being.
- Jessica Damian is an incredible teacher. Best at ggc.
- Professor Damian is a wonderful Professor. She never had an easy assignment, but I felt that she gave us the tools to handle whatever she threw at us. Throughout the semester, she gave us the means to improve and strengthen our writing.

Jessica Damian, English Composition I (ENGL110125)

- The best class I've taken in my life! Would take it again. And never stop teaching your the best there is when it comes to professors.
- The professor was great she was helpful, deadicated, and made the work fun. She is the best english professor ever.