

Devyn Hallmark

EDUCATION

Texas Teachers Alternative Certification

Completion of all TEA preservice requirements.
Teacher Certification ELAR 9-12.

2016

Tarleton State University

[M.A. English]
Minor: History

2013

Abilene Christian University

Twenty-Four Post Graduate Hours in Clinical Psychology

2004-2005

Howard Payne University

[B.S. Psychology]
Minor: English

2004

TEACHING EXPERIENCE

Santa Anna ISD

2018-Present

Secondary English

I am currently teaching ninth and eleventh grade English for Santa Anna ISD. In addition to my duties as a teacher, I also serve as a junior-class sponsor, UIL Coordinator, and I serve on the Campus Improvement Board.

Odessa College

2017-Present

Adjunct Professor

I am currently teaching consecutive eight-week sections for English Composition 1 and 2, in a part-time capacity. Both courses require the development of comprehensive syllabi including the usage of Blackboard. On average there are twenty-five to thirty students in each section. Composition 1 and Composition 2 are general education courses in which students are provided with the experiences required for college level writing. In continuation, Composition 2 focuses both on fluent composition in an academic setting and on improving each student's ability to conduct research and use varying sources as evidence. In each course, my responsibilities require that I teach each class, develop and deliver lectures, grade assignments, develop and grade exams, and determine final grades for the course.

Andrews ISD

2016-2018

Secondary English/Librarian

While working for Andrews ISD, I engaged students in the alternative education program where I taught grades nine through twelve. The alternative education program employed computer software that permitted each student to work at an accelerated pace. This required that, at any given time, I was prepared to answer questions involving various forms of literature originating in various geographical locals. I demonstrated an ability to discuss literature from any genre or time period at any time. At various times of the year, I also assisted with community outreach

programs that were designed to encourage students to seek out community involvement. I also worked with the district's DAEP program and served as the program's librarian.

Ranger College

2016-2017

Adjunct Professor

I was employed by Ranger College where I taught a combination of English Composition and Introductory Psychology. These courses are structured for high school students engaging in dual-credit course work. The courses are provided either online or at the school's main campus. In each case, the courses require the development of comprehensive syllabi including the use of Blackboard. On average there are fifteen to twenty-five students in each section. Composition II is a general education course in which students are provided with the experiences that give them the skill to write and think with fluency in an academic context. This course focuses both on fluent composition in an academic setting as well as on improving a student's ability to conduct research and use varying sources as evidence.

Introductory Psychology courses involve the use of both lecture and demonstration. I employ a great deal of technology in the classroom in order to demonstrate biological processes through animated examples and through pictographic references. Along with textbook materials, students engage in guided research that is designed to further their knowledge and appreciation of the diversity of theories and perspectives that exists within the field of psychology. Also, students engage in selected personality tests that expose them to current measurement tools. In each course, my responsibilities require that I teach each class, develop and deliver lectures, grade assignments, develop and grade exams, and determine final grades for the course.

Howard Payne University

2013-2014

Adjunct Professor

I have taught a combined total of six sections of English Composition I and Composition II. Both courses require the development of comprehensive syllabi including the use of Blackboard. On average there are ten to fifteen students in each section. Composition I and Composition II are general education courses in which students are provided with the experiences that give them the skill to write and think with fluency in an academic context. Composition I requires students to demonstrate an understanding and practical application of the process required for college level writing. In continuation, Composition II focuses both on fluent composition in an academic setting as well as on improving a student's ability to conduct research and use varying sources as evidence. In each course, my responsibilities required that I teach each class, develop and deliver lectures, grade assignments, develop and grade exams, and determine final grades for the course. In addition I routinely met with students to discuss their progress.

Tarleton State University

2007-2009

Teaching Assistant

I collaborated on curriculum and exam development, and I taught a combined total of four sections of Composition I and Composition II. On average each class consisted of twenty to thirty students. Composition I and Composition II are general education courses in which students are provided with the experiences that give them the skill to write and think with fluency in an academic context. Composition I requires students to demonstrate an understanding and practical application of the process required for college level writing. In continuation, Composition II focuses both on fluent composition in an academic setting as well as on improving a student's ability to conduct research and use varying sources as evidence. In each course, my responsibilities required that I teach each class, develop and deliver lectures, grade assignments, develop and grade exams, and determine final grades for the course. In addition, I routinely meet

with students to discuss their progress. I also had the opportunity to assist in the teaching of developmental writing courses and conduct labs that assisted students who were not yet ready for the challenges of general education course work.

During this time, I also worked in the University Writing Lab which required me to be familiar with various styles of documentation including MLA, APA, and Chicago. My work in the writing lab required that I engage students from a variety of disciplines, and my study of Psychology was a great asset in regard to engaging individuals effectively.

LANGUAGES

[English - Native Language]

[Spanish - Intermediate]

SKILLS

Teaching Composition and Research, Writing Center Theory and Practice, Statistical Analysis, Group Dynamics.