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Teaching Professor of Spanish

Department of Romance Languages & Literatures
Washington University in St. Louis
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EDUCATION

MA, Arizona State University. Spanish Applied Linguistics- 2001

Major: Spanish Translation & Second Language Acquisition

BA, University of Missouri-Columbia. Spanish-1998

BA, University of Missouri-Columbia. French- 1998

CURRENT POSITIONS

Teaching Professor of Spanish

Coordinator of Spanish 101

Department of Romance Languages & Literatures

Washington University in St. Louis

Online Learning Specialist

University College, Washington University in St. Louis

*Conduct training and provide support for all online and hybrid online instructors in University College.

PREVIOUS POSITIONS:

Coordinator of Spanish 307 & 201

Co-Coordinator of Volunteer Outreach Programs

Department of Romance Languages & Literatures

Washington University in St. Louis

TEACHING EXPERIENCE

Washington University, July 2002-present

Current Position: Coordinator, Spanish 101 & Instructor of Spanish

Courses Taught: SPA 106, 150, 151, 250, 251: Online Spanish Sequence (Univ. College)
SPA 101: Elementary Spanish I
SPA 201: Intermediate Spanish
SPA 307: Advanced Grammar & Composition I
SPA 308: Advanced Grammar & Composition II
SPA 301 & 321: Oral Communication I & II
SPA 370: Introduction to Hispanic Linguistics

University of Maryland, University College, November 2005-Present

Position: Adjunct Assistant Professor of Spanish

Courses taught: SPA 111 & 112, Elementary Spanish I & II (taught online)

St. Louis Community College-Forest Park, Jan.2001-May 2001, Aug. 2002-June 2005.

Position: Spanish Instructor

Previous Position: Acting Foreign Language Coordinator

Courses Taught: SPA 101: Elementary Spanish I

SPA 102: Elementary Spanish II

University of Missouri-St. Louis, Summer 2002, 2003

Position: Spanish Instructor

Courses Taught: Spanish 2101, Intermediate Spanish Language

Arizona State University, August 1998-May 2002

Positions: Spanish Lecturer, Graduate Teaching Assistant

Courses Taught: SPA 101 Elementary Spanish I

SPA 102 Elementary Spanish II

SPA 201 Intermediate Spanish I

SPA 202 Intermediate Spanish II

SPA 101 & 102, Distance Learning Courses

Maricopa County (AZ) Government, 1999-2002

Position: Spanish Instructor

Courses Taught: Basic Spanish Conversation I & II

PROFESSIONAL ASSOCIATIONS

- American Translators Association (ATA)
- American Council of Teachers of Foreign Languages (ACTFL)

Calendar of Duties for Coordinators of Spanish/French/Italian 101-308 **Washington University in STL**

I. Spring before the Fall Semester

1. Select and order appropriate text(s) and materials.
2. Designate attributes (e.g., computer, audiovisual) for classrooms and request classrooms with these attributes for the following semester (or establish an ongoing request across semesters).
3. Provide any ARes materials as early as possible.
4. Prepare final version of syllabus well ahead of the beginning of the fall semester. Be sure to include all required information in the syllabus (see memo from the Chair for details) and design the syllabus carefully in consideration of religious holidays.
5. Confirm that textbook(s) and any other materials for the course have been ordered.
6. Work on course development. Optionally, RAs may be assigned to assist in projects related to course development.

III. Beginning of the Fall Semester

1. Prepare and conduct initial meeting with instructors.
2. Distribute and review syllabus and other teaching materials.
3. Provide instructors with advice on how to use the course textbook, how to conduct in-class activities, and how to grade homework and other materials submitted by students.

4. Ensure that instructors are trained on any computer programs needed for the course, such as Blackboard, ARes, Excel, an online workbook, or any other computer-based tools used for the course.
5. For 101-307 Coordinators, refer any student with questions or concerns about placement to the Director of Undergraduate Studies.
6. Coordinate preparation of all exams in collaboration with all course instructors (dividing exam sections among instructors, establishing turn-in dates, and so forth).
7. Schedule meetings with instructors for the rest of the semester. A minimum of 3 meetings per semester should be conducted for each course.
8. Solicit attendance numbers from instructors during the beginning of the semester and send these numbers to the faculty member in charge of course planning and staffing (the Director of Undergraduate Studies for French and Italian).

IV. During the Fall Semester

1. Conduct class observations of TAs (one entire class hour) during the first 5 weeks of the semester (see memo from the Chair for specific guidelines). Coordinators should work together with the Methods instructor to schedule well-spaced class visits. Any subsequent follow-up observations (e.g., if a third observation is desired during a TA's first semester or a second observation is desired during subsequent semesters) will be conducted by the TA's Methods instructor. Contact the TA's original Methods course instructor in these cases.
2. Conduct all meetings with instructors throughout the semester. Coordinators also may organize or conduct workshops on specific topics (e.g., composition grading) as needed throughout the semester.
3. Oversee the development of the final version of each exam. Coordinators work with instructors to develop various drafts of each exam, but the coordinator is responsible for the quality of the final version of each exam.
4. Monitor the quality of course assessment materials (quizzes, exams, composition grading) and work with course instructors to assure cross-section consistency in grading.
5. Maintain an open channel of communication with course instructors throughout the semester.
6. Attend to questions or concerns of instructors or students related to the course(s).
7. Communicate and forward appropriate information provided by others in the department (e.g., announcements from the Placement Coordinator and other announcements).
8. Order textbook(s) and other materials for the following semester.

V. End of the Fall Semester

1. Solicit feedback from instructors about the course(s) and meet with instructors to discuss any suggestions for improving the course(s). Coordinators also work with other coordinators, language program directors (or a language curriculum consultant), and directors of undergraduate studies on language program development across course levels (e.g., establishing content of syllabi at different levels and establishing effective sequencing of material).
2. Complete a professional development form and give copies to the Program Director, Director of Undergraduate Studies, Director of Graduate Studies, and the Chair of the Department.

Additional Notes

1. Additional section-specific training will be provided to incoming coordinators by the previous coordinator for the course(s) in question.
2. For Spring Semester courses, all of the items in Sections I and II above should be completed during the fall semester.