Jessyka Scoppetta

Curriculum Vitae

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Education

May 2015	Ed.D., College Teaching of English Teachers College, Columbia University, New York, NY Dissertation: "Undergraduate Students' Attempts to Initiate and Maintain Writing Center-Facilitated Writing Groups: A Narrative and Self-Reflexive Study"
May 2004	M.A. in English Language and Literature University of Rhode Island, Kingston, RI Thesis Portfolio Topics: Rhetoric and Composition, Modern Poetry, Critical Theory
June 2001	B.A. in English, Minor in Theater Lehigh University, Bethlehem, PA Graduated with departmental honors

Teaching Experience

2017-present	Central Connecticut State University, New Britain, CT English 105P: Enhanced Introduction to College Writing Workshop; English 105: Introduction to College Writing; English 110: Introduction to College Writing
2007-2017	University of Saint Joseph, West Hartford, CT Education 201: Peer Tutoring; English 104: The Art of Effective Writing; English 105: The Art of Effective Writing II; Interdisciplinary Studies 100: First Year Seminar; Interdisciplinary Studies 375: Honors Independent Study; MERCY Bridge Summer Writing Course; Psychology 201: Critical Reading and Writing; Social Work 206: Social Work Writing Circle
2004-2006	Johnson & Wales University, Freshman Studies Department, Providence, RI Advanced Composition; English Composition; Introduction to Literary Genres; Speech Communication
2004-2005	Roger Williams College, Writing Department, Bristol, RI Expository Writing; Introduction to Academic Writing
2002-2006	University of Rhode Island, English & Writing Departments, Kingston, RI Introduction to Literature; Introduction to Genre Writing

Administrative Experience

2015-2017 Director, Center for Academic Excellence (CAE), University of Saint Joseph

- Provided leadership to the CAE and coordinated all student academic support programming, including the content tutoring program, the writing center, literacy/reading programming, academic success programming, and student accessibility services.
- Oversaw operations and personnel of the CAE (approximately 60+ full and part time staff).

- Collected data on all CAE programs and presented findings and recommendations in the CAE annual report.
- Hired, trained, supported, managed, and developed full-time CAE staff (Health and Natural Sciences Administrator, Writing Center Administrator, Office Manager, Literacy Coordinator, Academic Support Coordinator, Student Accessibilities Coordinator) and a small group of part-time Humanities tutors (5-8 students each semester).
- Developed programming to support student academic success, including new programs funded by a 2 million, 5-year, Title III grant and the MERCY Bridge Summer Program for conditionally-accepted first-year students.
- Maintained CAE budget and authorized department spending.
- Oversaw Title III funds related to academic success.
- Collaborated with various University stakeholders including Academic Advisement, Enrollment Services, Institutional Advancement, and Student Affairs to increase retention and student success initiatives.
- Provided faculty and staff development regarding best practices in student academic success and partnered with faculty to support their academic support needs.
- Represented the CAE at University events.
- Served on various University committees, Presidential task forces, advisory boards, and hiring committees.
- Developed and taught EDUC 201: Peer Tutoring

2011-2015 Assistant Director/Writing Center Administrator, University of Saint Joseph

- Directed the CAE writing tutorial program by hiring, training, supporting, and developing part-time professional writing tutors, undergraduate writing tutors, and graduate assistants who tutor writing (approximately 20-25 people each semester).
- Formally evaluated part-time professional writing tutors each semester and provided feedback to advance tutoring skills.
- Coordinated Writing Associates Program by collaborating with faculty members to assign writing associates to classes, providing new and on-going training to writing associates and faculty who work with writing associates, and communicating program goals to writing associates and faculty.
- Provided professional development regarding writing pedagogy, for CAE staff, part-time professional writing tutors, graduate assistants who tutor writing, and undergraduate writing tutors, as needed.
- Assessed students' experiences with the writing tutorial program and writing associates programs, analyzed results, and made recommendations based on findings to strengthen these programs.
- Developed, implemented, and assessed grant-funded writing programming serving both USJ and surrounding community.
- Served on various presidential task forces, department advisory boards, and USJ committees.
- Collaborated with faculty to support student writing and coordinate tutorials, workshops, and other departmental activities.
- Maintained professional tutor budget and tracked portions of the student budget related to writing programming.
- Developed and implemented strategies to publicize CAE services.
- Assisted faculty with assignment design, assessment, and professional writing.
- Prepared and presented workshops for students, faculty, and staff.

2007-2011 Writing Center Coordinator, University of Saint Joseph

- Trained and supported professional writing tutors and graduate assistants.
- Coordinated the CAE writing tutorial schedule.
- Monitored the CAE's online tutorial platform.
- Evaluated professional writing tutors and graduate assistants and provide ongoing feedback throughout the semester.
- Provided professional development regarding writing pedagogy, including online instruction, for CAE staff, part time writing tutors, graduate assistants, and student interns.
- Assessed students' experiences with the writing tutorial program; analyze and share results, and make recommendations based on findings.
- Collaborated with faculty to develop writing-across-the-curriculum initiatives.
- Assisted faculty with assignment design, assessment, and professional writing.
- Prepared and presented workshops for students, faculty, and staff.
- Evaluated preliminary writing portfolios, a graduation requirement at USJ, and assisted student as they progressed through the portfolio process.
- Developed and implemented strategies to publicize CAE services.
- Served as a Writing Associate for a various departments including Social Work, Psychology, and Philosophy.
- Maintained writing resources for faculty, CAE staff, and students, including CAE Blackboard site, and portions of the CAE internal and external websites.
- Conducted writing tutorials online, in person, and in small groups.

Other Professional Experience

2018-present	Writing Placement Evaluator, Central Connecticut State University
2016	Co-Director, MERCY Bridge Program, University of Saint Joseph
2015-2016	Co-Director, Connecticut College Readiness Program, University of Saint Joseph
2007-2017	Writing Portfolio Evaluator, University of Saint Joseph
2005-2006	Writing Intensive Course Evaluator, Academic Center, Johnson & Wales University
2004	Graduate Assistant Editor, *ATQ: 19th Century American Literature and Culture*, University of Rhode Island

Conference Presentations

Atlantic Center for Learning Communities in West Hartford, CT, "Sustaining Learning Communities Fostered in Summer Programs," October 2015

International Writing Center Association Conference in Pittsburgh, PA, "Revision Isn't Just for Papers: The Evolution of an Outreach Program," October 2015

International Writing Center Association Conference in Orlando, FL, "What's Old Is New Again: Insights Gleaned from Studying Writing-Center Facilitated Writing Groups," October 2014

Passing Notes Conference: Connecting High School and College Peer Tutors at the University of Saint Joseph, West Hartford, CT, "Navigating Relationships: Fostering Collaboration between Faculty and Peer Tutors," April 2014

National Council of Teachers of English Conference in Boston, MA, "Demystifying College-level Writing: A Partnership between an Urban High School and a Private Four-Year University," November 2013

International Writing Center Association Conference in San Diego, CA, "An Online Odyssey: One Writing Center's Story to Cyberspace and Back," October 2012

International Writing Centers Association at the College Composition and Communication Conference in Atlanta, GA, "Assessment Study of a Writing Fellows Program within the Writing Center," April 2011

New England Faculty Development Consortium Conference in Worcester, MA, "Crafting Research Assignments that Maximize Critical Thinking across the Disciplines," November 2008

Writing across a Critical Thinking Continuum at Quinnipiac University, Hamden, CT, "Initiatives for Retooling Critical Thinking across the Curriculum," November 2008

Feminism(s) and Rhetoric(s) Conference at Ohio State University, Columbus, OH, "Feuding Feminists? A Look at the Rhetoric of 'A Vindication of the Rights of Women and Its Effects on the Allegedly Oppositional 'The Rights of Women,'" October 2003

Publications

Patrick, Sullivan, Greenwell, Amanda, & Scoppetta, Jessyka, et al. (2020). "What do we really know about College Readiness?" *Journal of College Literacy and Learning, 46* pp. 21-44.

Arzt, Judy, Barnett, Kristine E., & Scoppetta, Jessyka. (2009, January). Online tutoring: A symbiotic relationship with writing across the curriculum initiatives. [Special issue on Writing Technologies and Writing Across the Curriculum] *Across the Disciplines, 5*. http://wac.colostate.edu/atd/technologies/arztetal.cfm

Faculty Development Workshops

Faculty Development Day at the University of Saint Joseph, "Conversations of College-Readiness: Voices from High School," August 2016

Faculty Summer Institute at the University of Saint Joseph, "Teaching with a Writing Associate," August 2015

Faculty Development Day at the University of Saint Joseph, "Student Mentoring," August 2014

First-Year Seminar Workshop at the University of Saint Joseph, "Designing for Rigor," May 2014

First Year Seminar Workshop at the University of Saint Joseph, "College Readers, Struggling Scholars," May 2010

First Year Seminar Workshop at the University of Saint Joseph, "Using Writing to Merge FYS Course Content with the Common Reading," May 2009

Brain Food Professional Development Series at the University of Saint Joseph, "Online Tutoring: An Instructor's Guide," May 2009

University Service

2016-2017	Chair, Coeducation Task Force Working Group, University of Saint Joseph
2015-2016	Co-Chair, NEASC Standard Six (Student) Committee, University of Saint Joseph
2015-2016	Ceremony Co-Chair, Presidential Inauguration Committee, University of Saint Joseph
2013-2016	Member, First-Year Seminar Course Selection Committee, University of Saint Joseph
2013-2017	Member, President's Task Force for Program for Adult Learners, University of Saint Joseph
2012-2017	Member, Social Work Department Advisory Board, University of Saint Joseph
2012-2016	Member, Program for Adult Learners Advisory Board, University of Saint Joseph
2012-2016	Member, Writing Portfolio Committee, University of Saint Joseph
2011-2016	Faculty Mentor, Symposium Day, University of Saint Joseph

2009-2010 Chair, Common Reading Committee, University of Saint Joseph

Grants Authored & Awarded

Developing Leaders, Inspiring Learners Program, University of Saint Joseph, 2016, funded by Berkshire Bank (4,785)

Connecticut College Readiness Project, University of Saint Joseph, 2015, funded by Berkshire Bank (10k)

Raising Our Voices, Writing into the College Conversation Program, University of Saint Joseph, 2015, funded by New Alliance Bank (2,500)

Jessyka Scoppetta: Teaching Statement

As a high school student, I waited patiently for the day when I would wave good-bye to my loving parents, and trade my posh room in our family home for a 10x10 room in a brick and ivy clad building. Through my privileged lens, I viewed college as the ultimate learning experience: it was where I would experiment, explore, develop, enrich, find my path. I can now articulate that I had a classical view of the purpose of higher education: that while a college degree is necessary for gainful employment, more importantly it is germane to becoming an informed, well-rounded citizen. Perhaps unsurprisingly, I thrived in academe, and this sense of belonging shaped the rest of my academic and professional choices: graduate school, college teaching, academic research. It also underlies the choices I make now in the courses I teach because I want my students to feel as though they belong here, as I did. I want them to experience higher education as a place to sharpen their thinking, question their worlds, take risks, explore ideas, and, to use a delightfully trite phrase, expand their minds. Therefore, my philosophy of teaching hinges upon the idea that an effective professor is one who serves to facilitate students in finding their voices as they explore the academic world.

Learning is a process, just as writing is a process, and my classroom reflects that mantra. Specifically in terms of composition instruction, my assignments and activities are designed to help students find and hone their writing practices. Therefore, class time is often spent in prewriting activities such as close readings and large and small group discussions, and in drafting activities such as focused writing workshops and short, voluntary share outs. My years directing a writing center have also greatly influenced my classroom teaching: individual feedback sessions are built into my syllabus, so students receive a significant amount of individual instruction that I can adapt to their needs at that particular moment in time. Papers have due

dates, but they can always be revised and resubmitted if a student wishes to continuing working on a paper. I also tend to offer students leeway when it comes to what they choose to write on or the way they choose to represent their ideas as a method of investing them in their own, authentic academic projects. Once students have selected their topics or sets of readings, I will further guide them with more detailed expectations to help them achieve rigorous investigation and presentation. The readings I do assign generally fall into two categories: texts that help to demystify the rhetorical moves of effective writers and increase student accessibility to strong writing practices and essays that in some way challenge them to examine the world in which in we live. For example, one of my favorite essays to use is Dr. King's "Letter from Birmingham Jail." Not only is it a rich argument to use to for a rhetorical analysis, but it is a foundational treatise on civil disobedience and justice that every American citizen should be familiar with.

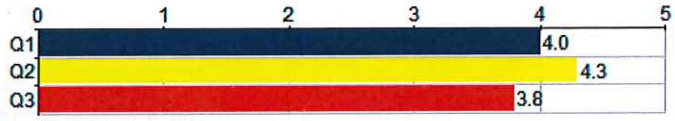
To promote student development, I believe strongly that they need to be both supported and challenged. To support students, I create a classroom environment that is warm and inviting. I am accessible and available to my students both in and out of the classroom and constantly encourage them to ask questions and voice concerns. I will often administer a mid-semester evaluation, and depending on student feedback, have the flexibility to alter the course. However, listening to the needs of diverse students and revising based on their reported feedback does not mean that I sacrifice rigor. In fact, I deeply believe that learning happens when students are challenged to push themselves beyond where they thought they could go. Wrestling with complex ideas, being uncomfortable: these are spaces where learning happens. But, part of my role as an instructor is to craft an environment where students are inspired and encouraged to push themselves.

Ultimately, I hope my students will learn from me, as I am certainly learning from them. Teaching is not a monologue; it is a conversation. My fundamental objective is that each student will experience the joys of discovery associated with the learning process, enabling them to continue their personal growth well beyond the classroom walls.

Fall 2020 Survey
202110 (2020)

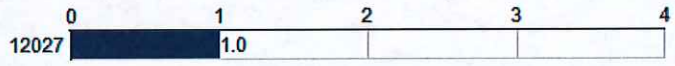
Central Connecticut State University
1. CCSU ALL

Course:	12027 - WRT 110 12	**Department:**	ENG
Responsible Faculty:	Jessyka Scoppetta	**Responses / Expected:**	6 / 10 (60%)
Focus:	**Overall Results**		



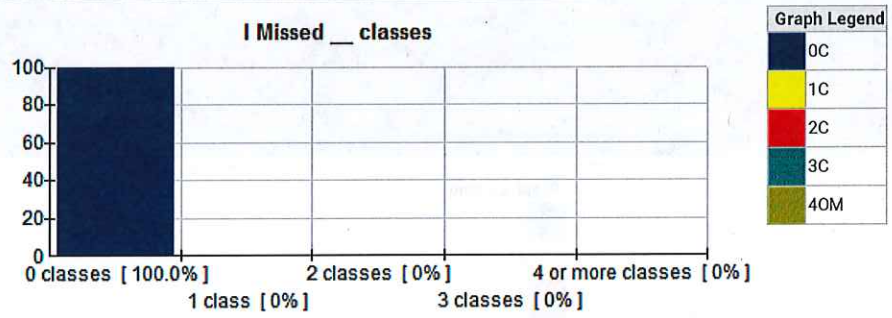
University Wide (Online)		12027						
		Responses					Course	
		E	G	A	NI	U	N	Mean
Q1	How effective was the use of technology in this course?	2	2	2	0	0	6	4.0
Q2	How reliable and accessible was the technology and/or Blackboard in this course?	2	4	0	0	0	6	4.3
Q3	Overall, how would you rate the effectiveness of online learning?	0	5	1	0	0	6	3.8

Responses: **[E]** Excellent=5 **[G]** Good=4 **[A]** Average=3 **[NI]** Needs Improvement=2 **[U]** Unacceptable=1



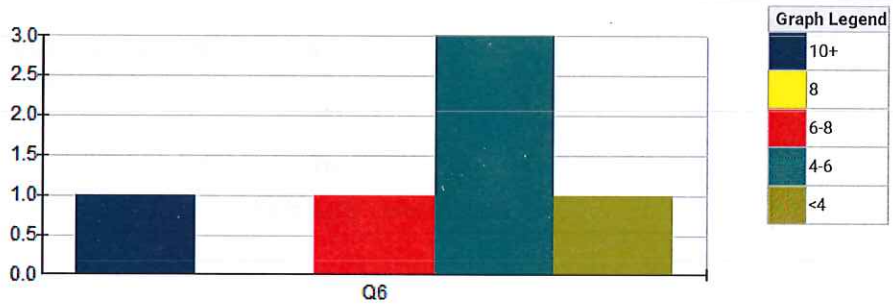
University Wide		12027					
		Responses				Course	
		O	F	H	U	N	Mean
Q4	What type of course is this?	6	0	0	0	6	1.0

Responses: **[O]** Online=1 **[F]** Face-to-face=2 **[H]** Hybrid=3 **[U]** Uncertain=4



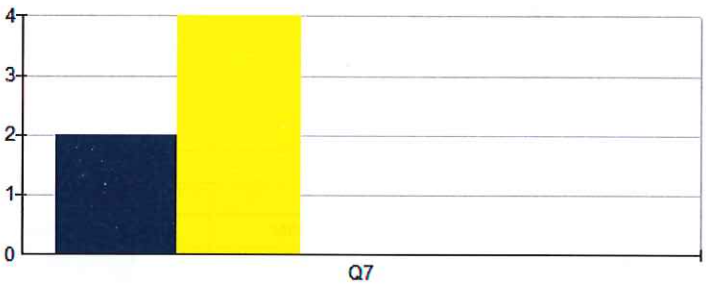
ENG - Student Based		12027						
		Responses					Course	
		0C	1C	2C	3C	4OM	N	Mean
Q5	I Missed___ classes	6	0	0	0	0	6	1.0

Responses: **[0C]** 0 classes=1 **[1C]** 1 class=2 **[2C]** 2 classes=3 **[3C]** 3 classes=4 **[4OM]** 4 or more classes=5



ENG - Student Based		12027						
		Responses					Course	
		10+	8	6-8	4-6	<4	N	Mean
Q6	I worked _____ hours per week on assignments for this course outside of regularly scheduled class meetingsWorked hours per week (ENG)	1	0	1	3	1	6	2.5

Responses: **[10+]** 10+=5 **[8]** 8-10=4 **[6-8]** 6-8=3 **[4-6]** 4-6=2 **[<4]** <4=1



ENG - Student Based		12027						
		Responses					Course	
		A	B	C	D	F	N	Mean
Q7	I expect to earn a grade of	2	4	0	0	0	6	4.3

Responses: **[A]** A-/A=5 **[B]** B-/B/B+=4 **[C]** C-/C/C+=3 **[D]** D-/D/D+=2 **[F]** F=1

Question:	**What aspects of the instructor's teaching style did you find most and least effective in helping you to understand the course material? Please give examples where applicable.**
Response Rate:	66.67% (4 of 6)

1	The feed back I received on both my draft and final papers were fantastic.
2	She elaborate everything very well plus show some exapmles
3	I wish it was a synchronous class
4	I found the resources our instructor gave us like the lecture videos and the textbooks very helpful because they told me what exactly to do during major assignments (essay papers) and they sharpened my writing skills altogether.

Question:	What specific materials, assignments, texts, and types of feedback did you find most and least useful towards meeting the stated goals and outcomes of the class? Please give examples where applicable.
Response Rate:	50.00% (3 of 6)

1	Leas useful was having to write which presidential candidate we will support and why they are a better fit for the presidency .Some of us are not into politics so it was an unfordable.
2	I found all the Blackboard assignments pretty useful because it gave me a pretty good idea of what the next paper was going to be about along with the pdf with the directions on them.
3	I enjoyed doing the short writing prompts on blackboard, it helped get ideas for the papers.

Fall 2020 Survey
202110 (2020)

Central Connecticut State University
1. CCSU ALL

Course:	12027 - WRT 110 12	**Department:**	ENG
Responsible Faculty:	Jessyka Scoppetta	**Responses / Expected:**	6 / 10 (60%)

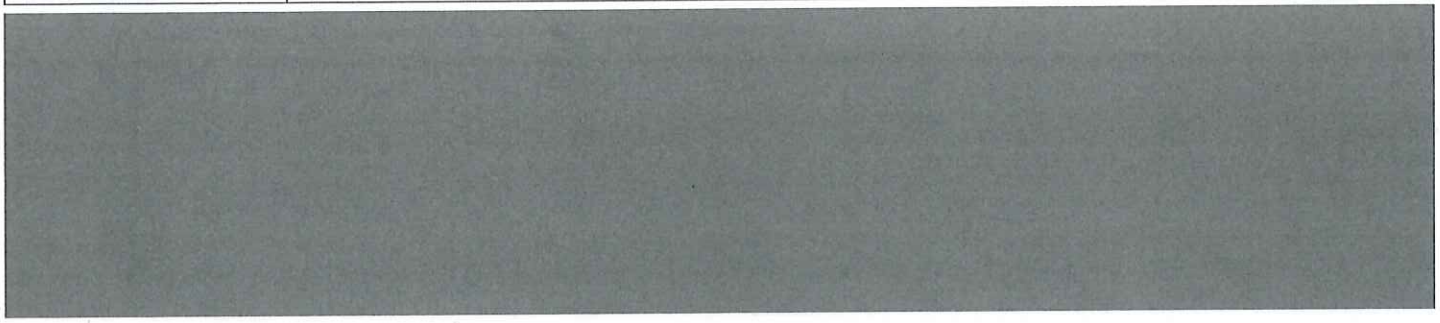
ENG Instructor Based		Jessyka Scoppetta						
		Responses					Individual	
		SD	D	SA	A	SA	N	Mean
Q1	The syllabus was distributed during the first week of class, and clearly listed course information, policies, and expectations.	0	0	1	2	3	6	4.3
Q2	Course assignments, materials, and instruction were useful towards developing my understanding of the subject.	0	0	1	3	2	6	4.2
Q3	The instructor created a supportive atmosphere in which to learn.	0	0	2	3	1	6	3.8
Q4	The instructor responded constructively to students' questions.	0	0	0	2	4	6	4.7
Q5	The professor provided useful feedback on my work.	0	0	0	2	4	6	4.7
Q6	I was challenged to develop my ideas and skills in this class.	0	0	0	4	2	6	4.3
Q7	My grades derive from the standards and policies listed in the syllabus and/or accompanying assignment information.	0	0	4	2	0	6	3.3
Q8	The instructor was accessible to me at the times and through the methods listed on the syllabus.	0	0	1	4	1	6	4.0

Responses: **[SD]** Strongly Disagree=1 **[D]** Disagree=2 **[SA]** Somewhat Agree=3 **[A]** Agree=4 **[SA]** Strongly Agree=5

Fall 2020 Survey
202110 (2020)

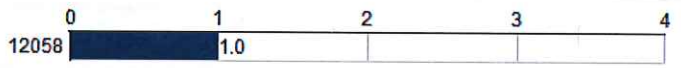
Central Connecticut State University
1. CCSU ALL

Course:	12058 - WRT 110 36	**Department:**	ENG
Responsible Faculty:	Jessyka Scoppetta	**Responses / Expected:**	9 / 14 (64.29%)
Focus:	**Overall Results**		



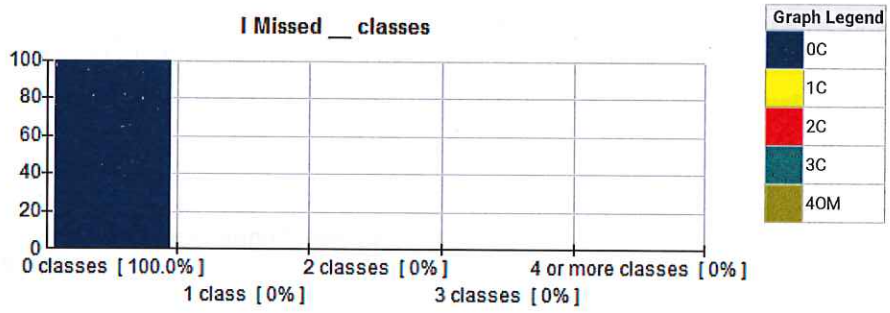
University Wide (Online)		12058						
		Responses					Course	
		E	G	A	NI	U	N	Mean
Q1	How effective was the use of technology in this course?	7	0	2	0	0	9	4.6
Q2	How reliable and accessible was the technology and/or Blackboard in this course?	7	1	1	0	0	9	4.7
Q3	Overall, how would you rate the effectiveness of online learning?	7	0	2	0	0	9	4.6

Responses: [E] Excellent=5 [G] Good=4 [A] Average=3 [NI] Needs Improvement=2 [U] Unacceptable=1



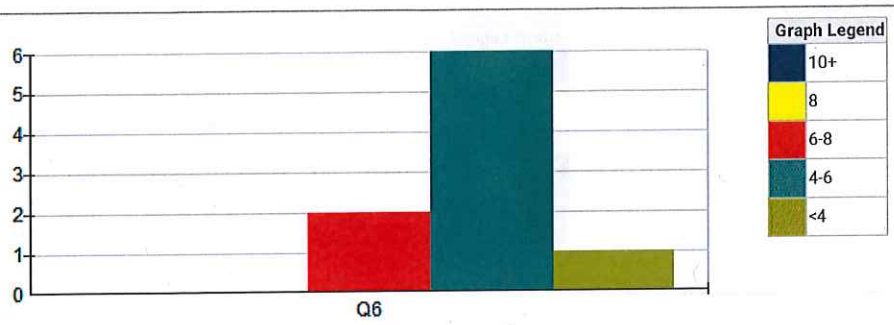
University Wide		12058					
		Responses				Course	
		O	F	H	U	N	Mean
Q4	What type of course is this?	9	0	0	0	9	1.0

Responses: [O] Online=1 [F] Face-to-face=2 [H] Hybrid=3 [U] Uncertain=4



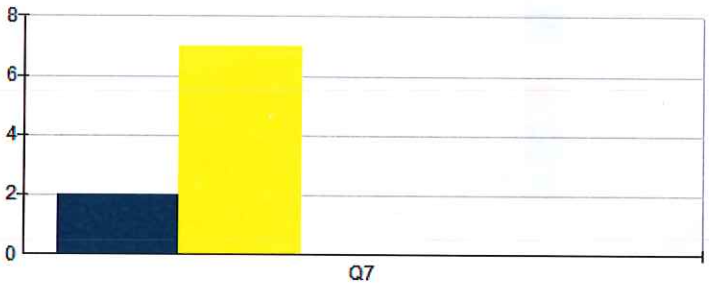
ENG - Student Based		12058						
		Responses					Course	
		0C	1C	2C	3C	4OM	N	Mean
Q5	I Missed___ classes	9	0	0	0	0	9	1.0

Responses: [0C] 0 classes=1 [1C] 1 class=2 [2C] 2 classes=3 [3C] 3 classes=4 [4OM] 4 or more classes=5



ENG - Student Based		12058						
		Responses					Course	
		10+	8	6-8	4-6	<4	N	Mean
Q6	I worked _____ hours per week on assignments for this course outside of regularly scheduled class meetingsWorked hours per week (ENG)	0	0	2	6	1	9	2.1

Responses: **[10+]** 10+=5 **[8]** 8-10=4 **[6-8]** 6-8=3 **[4-6]** 4-6=2 **[<4]** <4=1



ENG - Student Based		12058						
		Responses					Course	
		A	B	C	D	F	N	Mean
Q7	I expect to earn a grade of	2	7	0	0	0	9	4.2

Responses: [A] A-/A=5 [B] B-/B/B+=4 [C] C-/C/C+=3 [D] D-/D/D+=2 [F] F=1

Question:	What aspects of the instructor's teaching style did you find most and least effective in helping you to understand the course material? Please give examples where applicable.
Response Rate:	66.67% (6 of 9)

1	my professor would give us feedback on all our major assignment, communication for me is key and I was very thankful she did that because not many professor do.
2	The way that the weekly assignments were organized was very effective and helped me stay on track of everything.
3	The most effective I found was the separation of each section within this course and how the sections had their own time lines. There were no least effective areas for me. The course and instructor were great.
4	She is excellent at providing feedback on assignments and papers. I really appreciated the help she provided throughout the semester.
5	She gave excellent feedback on our rough drafts on essays!
6	I liked how the different units were separated on blackboard so we could go back and look at previous units if need be.

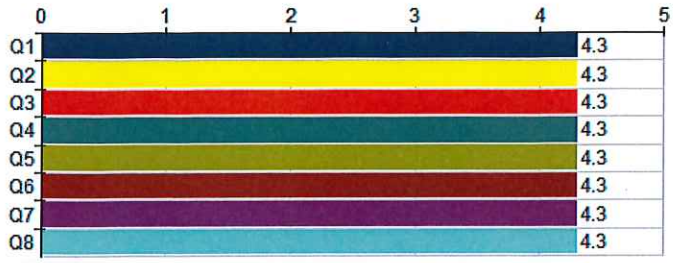
Question:	What specific materials, assignments, texts, and types of feedback did you find most and least useful towards meeting the stated goals and outcomes of the class? Please give examples where applicable.
Response Rate:	55.56% (5 of 9)

1	all the books were helpful.
2	The most useful I found was the feedbacks on our rough drafts we had to send before the final draft - it helped out a lot.
3	The essays were useful as the rough drafts allowed me to get feedback, which helped my writing.
4	Nothing really it was all useful.
5	Her informative videos.

Fall 2020 Survey
202110 (2020)

Central Connecticut State University
1. CCSU ALL

Course:	12058 - WRT 110 36	Department:	ENG
Responsible Faculty:	Jessyka Scoppetta	Responses / Expected:	9 / 14 (64.29%)

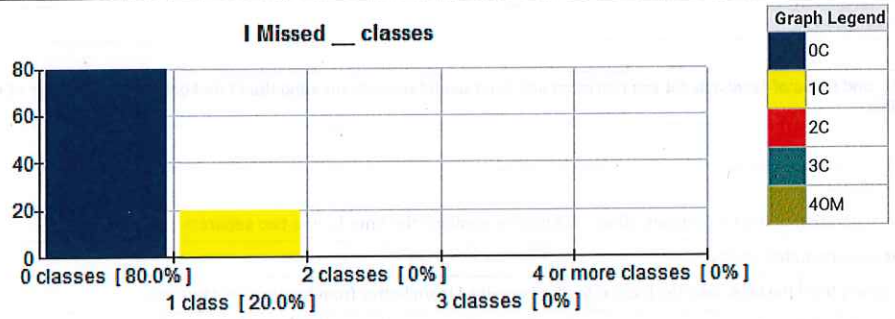


ENG Instructor Based		Jessyka Scoppetta						
		Responses					Individual	
		SD	D	SA	A	SA	N	Mean
Q1	The syllabus was distributed during the first week of class, and clearly listed course information, policies, and expectations.	1	0	0	2	6	9	4.3
Q2	Course assignments, materials, and instruction were useful towards developing my understanding of the subject.	1	0	0	2	6	9	4.3
Q3	The instructor created a supportive atmosphere in which to learn.	1	0	0	2	6	9	4.3
Q4	The instructor responded constructively to students' questions.	1	0	0	2	6	9	4.3
Q5	The professor provided useful feedback on my work.	1	0	0	2	6	9	4.3
Q6	I was challenged to develop my ideas and skills in this class.	1	0	0	2	6	9	4.3
Q7	My grades derive from the standards and policies listed in the syllabus and/or accompanying assignment information.	1	0	0	2	6	9	4.3
Q8	The instructor was accessible to me at the times and through the methods listed on the syllabus.	1	0	0	2	6	9	4.3

Responses: **[SD]** Strongly Disagree=1 **[D]** Disagree=2 **[SA]** Somewhat Agree=3 **[A]** Agree=4 **[SA]** Strongly Agree=5

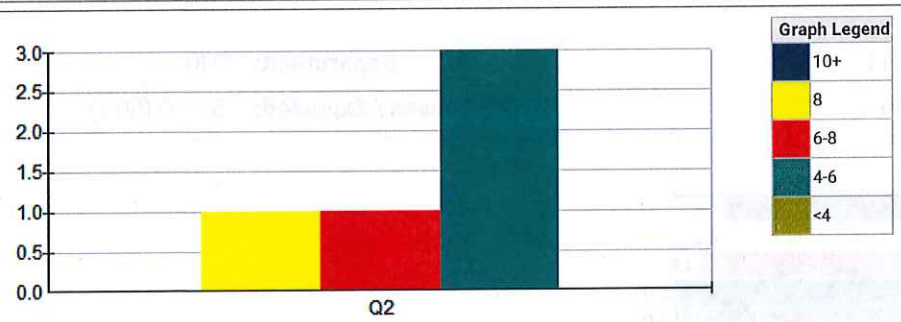
Spring 2021 Survey 202140	Central Connecticut State University 1. CCSU ALL

Course:	42144 - WRT 105 11	**Department:**	ENG
Responsible Faculty:	Jessyka Scoppetta	**Responses / Expected:**	5 / 10 (50%)
Focus:	**Overall Results**		



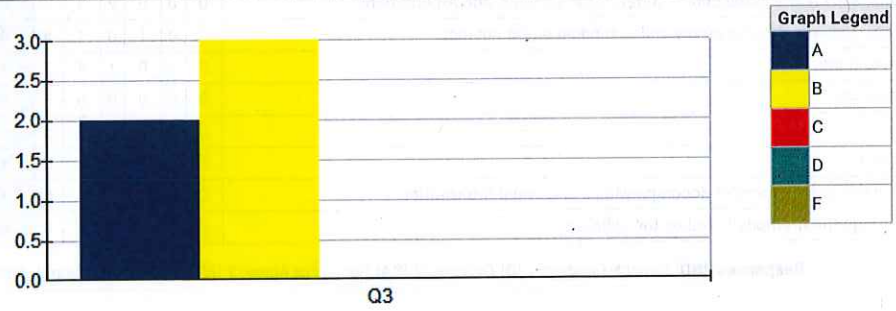
ENG - Student Based		42144						
		Responses					Course	
		0C	1C	2C	3C	4OM	N	Mean
Q1	I Missed___ classes	4	1	0	0	0	5	1.2

Responses: **[0C]** 0 classes=1 **[1C]** 1 class=2 **[2C]** 2 classes=3 **[3C]** 3 classes=4 **[4OM]** 4 or more classes=5



ENG - Student Based		42144						
		Responses					Course	
		10+	8	6-8	4-6	<4	N	Mean
Q2	I worked _____ hours per week on assignments for this course outside of regularly scheduled class meetingsWorked hours per week (ENG)	0	1	1	3	0	5	2.6

Responses: **[10+]** 10+=5 **[8]** 8-10=4 **[6-8]** 6-8=3 **[4-6]** 4-6=2 **[<4]** <4=1



ENG - Student Based		42144						
		Responses					Course	
		A	B	C	D	F	N	Mean
Q3	I expect to earn a grade of	2	3	0	0	0	5	4.4

Responses: **[A]** A-/A=5 **[B]** B-/B/B+=4 **[C]** C-/C/C+=3 **[D]** D-/D/D+=2 **[F]** F=1

Question:	What aspects of the instructor's teaching style did you find most and least effective in helping you to understand the course material? Please give examples where applicable.
Response Rate:	100.00% (5 of 5)

1	This class was a hybrid of online and in-person workshops. I found it very effective that we would spend class sometimes discussing our opinions on the topic we were working on, this really helped me in making my own judgments and I was able to talk them out. I really appreciated how Professor Scoppetta almost let her students lead the class and would do a great job helping us with anything we needed.
2	The simple instructions and detail oriented schedule made the course easy to follow and understand.
3	She did a good job teaching me how to cite sources. I still struggle with formatting.
4	I found that her videos and the examples she gave us for assignments were very effective. Also, she gives very helpful advice on rough drafts that overall make you understand the objective of the essay better.
5	Giving solid feedback and good examples of how to approach essays

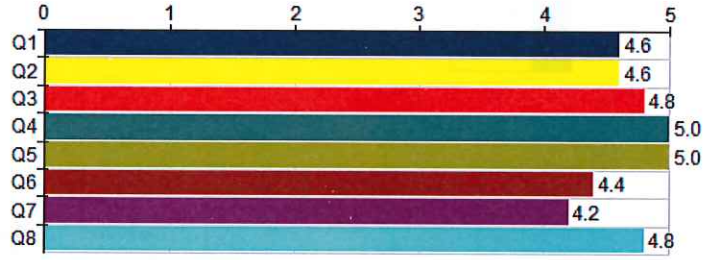
Question:	What specific materials, assignments, texts, and types of feedback did you find most and least useful towards meeting the stated goals and outcomes of the class? Please give examples where applicable.
Response Rate:	100.00% (5 of 5)

1	The books we read were helpful but not really the articles for me.
2	Most useful were the textbooks, the least helpful was the separation of the two classes. Since it is hard to combine the time for the two separate courses.
3	Most useful is the Letter of Birmingham, least useful was argumentative essay
4	I found that her examples were the most effective and learning from the book was the least effective because I learn better from hearing the material.
5	I found feedback on drafts and final papers useful and as I way to improve my next drafts. I also thought the They Say/ I Say book was very informative.

Spring 2021 Survey
202140

Central Connecticut State University
1. CCSU ALL

Course:	42144 - WRT 105 11	Department:	ENG
Responsible Faculty:	Jessyka Scoppetta	Responses / Expected:	5 / 10 (50%)



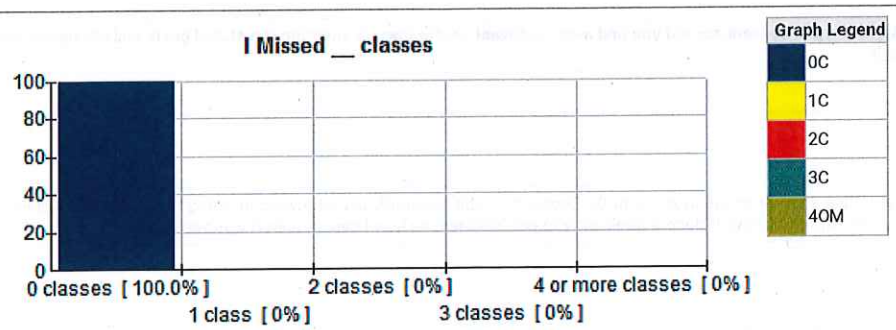
ENG Instructor Based		Jessyka Scoppetta						
		Responses					Individual	
		SD	D	SA	A	SA	N	Mean
Q1	The syllabus was distributed during the first week of class, and clearly listed course information, policies, and expectations.	0	0	0	2	3	5	4.6
Q2	Course assignments, materials, and instruction were useful towards developing my understanding of the subject.	0	0	1	0	4	5	4.6
Q3	The instructor created a supportive atmosphere in which to learn.	0	0	0	1	4	5	4.8
Q4	The instructor responded constructively to students' questions.	0	0	0	0	5	5	5.0
Q5	The professor provided useful feedback on my work.	0	0	0	0	5	5	5.0
Q6	I was challenged to develop my ideas and skills in this class.	0	0	1	1	3	5	4.4
Q7	My grades derive from the standards and policies listed in the syllabus and/or accompanying assignment information.	0	0	1	2	2	5	4.2
Q8	The instructor was accessible to me at the times and through the methods listed on the syllabus.	0	0	0	1	4	5	4.8

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [SA] Somewhat Agree=3 [A] Agree=4 [SA] Strongly Agree=5

Spring 2021 Survey
202140

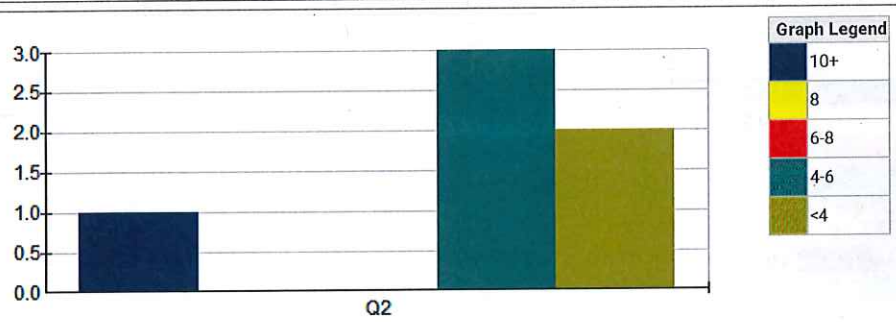
Central Connecticut State University
1. CCSU ALL

Course:	42166 - WRT 110 11	Department:	ENG
Responsible Faculty:	Jessyka Scoppetta	Responses / Expected:	6 / 10 (60%)
Focus:	Overall Results		



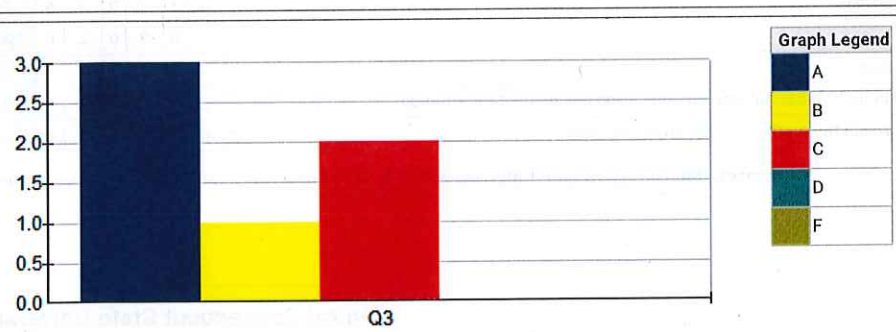
ENG - Student Based		42166						
		Responses					Course	
		0C	1C	2C	3C	4OM	N	Mean
Q1	I Missed___ classes	6	0	0	0	0	6	1.0

Responses: **[0C]** 0 classes=1 **[1C]** 1 class=2 **[2C]** 2 classes=3 **[3C]** 3 classes=4 **[4OM]** 4 or more classes=5



ENG - Student Based		42166						
		Responses					Course	
		10+	8	6-8	4-6	<4	N	Mean
Q2	I worked _____ hours per week on assignments for this course outside of regularly scheduled class meetingsWorked hours per week (ENG)	1	0	0	3	2	6	2.2

Responses: **[10+]** 10+=5 **[8]** 8-10=4 **[6-8]** 6-8=3 **[4-6]** 4-6=2 **[<4]** <4=1



ENG - Student Based		42166						
		Responses					Course	
		A	B	C	D	F	N	Mean
Q3	I expect to earn a grade of	3	1	2	0	0	6	4.2

Responses: **[A]** A-/A=5 **[B]** B-/B/B+=4 **[C]** C-/C/C+=3 **[D]** D-/D/D+=2 **[F]** F=1

Question:	What aspects of the instructor's teaching style did you find most and least effective in helping you to understand the course material? Please give examples where applicable.
Response Rate:	50.00% (3 of 6)

1	eh didn't grade my papers fairly.
2	constant feedback and how to correct mistakes
3	The aspects of the instructor's teaching style I found most effective was being able to communicate exactly what she wanted in both short lectures posted in blackboard as well as pdf instructions for each unit. I was never confused and if I had any questions she always answered emails promptly. I can't think of any aspect of the course material that was not effective.

Question:	What specific materials, assignments, texts, and types of feedback did you find most and least useful towards meeting the stated goals and outcomes of the class? Please give examples where applicable.
Response Rate:	50.00% (3 of 6)

1	wanted me to buy a useless book. Found online for free.
2	n/a
3	I found submitting the drafts of each paper a week before its due date for suggestions from Dr. Scoppetta to be extremely useful toward meeting the goals of this class. I am an extreme procrastinator, but also a perfectionist. So, forcing myself to have it done a week early to get feedback on how I can earn an A was very useful.

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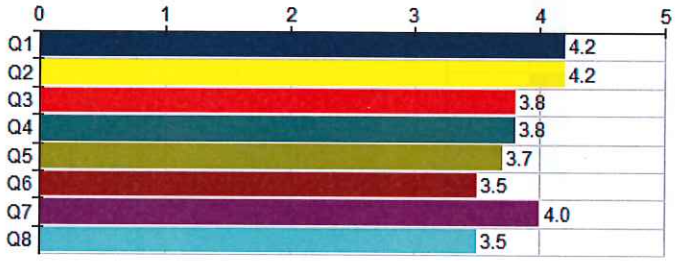
Central Connecticut State University
1. CCSU ALL

Course:	42166 - WRT 110 11	**Department:**	ENG
Responsible Faculty:	Jessyka Scoppetta	**Responses / Expected:**	6 / 10 (60%)



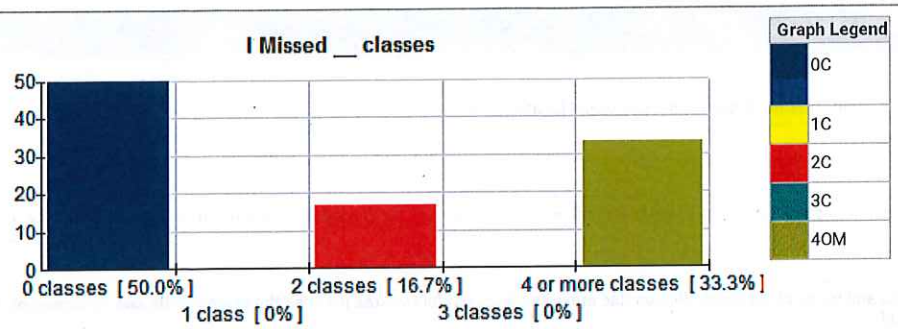
ENG Instructor Based		Jessyka Scoppetta						
		Responses					Individual	
		SD	D	SA	A	SA	N	Mean
Q1	The syllabus was distributed during the first week of class, and clearly listed course information, policies, and expectations.	0	0	2	1	3	6	4.2
Q2	Course assignments, materials, and instruction were useful towards developing my understanding of the subject.	0	0	2	1	3	6	4.2
Q3	The instructor created a supportive atmosphere in which to learn.	0	0	3	1	2	6	3.8
Q4	The instructor responded constructively to students' questions.	0	1	2	0	3	6	3.8
Q5	The professor provided useful feedback on my work.	1	0	2	0	3	6	3.7
Q6	I was challenged to develop my ideas and skills in this class.	0	1	2	2	1	6	3.5
Q7	My grades derive from the standards and policies listed in the syllabus and/or accompanying assignment information.	0	0	2	2	2	6	4.0
Q8	The instructor was accessible to me at the times and through the methods listed on the syllabus.	0	2	1	1	2	6	3.5

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [SA] Somewhat Agree=3 [A] Agree=4 [SA] Strongly Agree=5

Spring 2021 Survey
202140

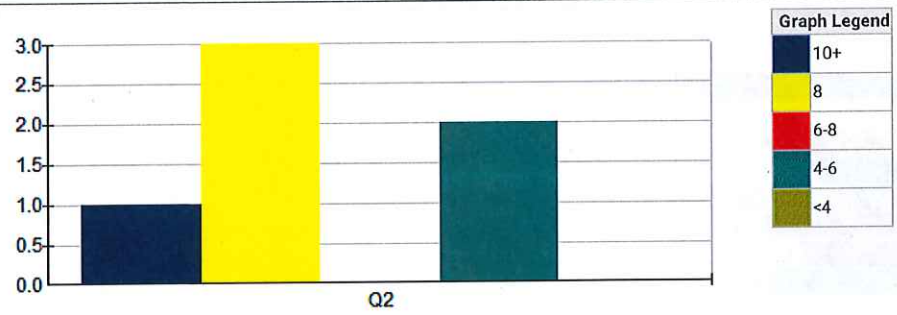
Central Connecticut State University
1. CCSU ALL

Course:	42167 - WRT 110 26	**Department:**	ENG
Responsible Faculty:	Jessyka Scoppetta	**Responses / Expected:**	6 / 17 (35.29%)
Focus:	**Overall Results**		



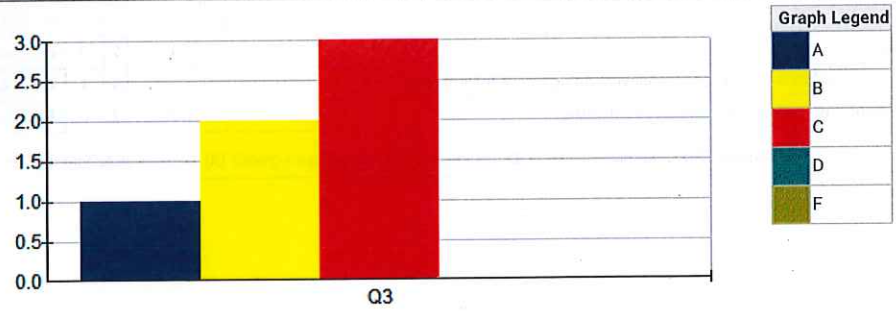
ENG - Student Based		42167						
		Responses					Course	
		0C	1C	2C	3C	4OM	N	Mean
Q1	I Missed___ classes	3	0	1	0	2	6	2.7

Responses: **[0C]** 0 classes=1 **[1C]** 1 class=2 **[2C]** 2 classes=3 **[3C]** 3 classes=4 **[4OM]** 4 or more classes=5



ENG - Student Based		42167						
		Responses					Course	
		10+	8	6-8	4-6	<4	N	Mean
Q2	I worked _____ hours per week on assignments for this course outside of regularly scheduled class meetingsWorked hours per week (ENG)	1	3	0	2	0	6	3.5

Responses: **[10+]** 10+=5 **[8]** 8-10=4 **[6-8]** 6-8=3 **[4-6]** 4-6=2 **[<4]** <4=1



ENG - Student Based		42167						
		Responses					Course	
		A	B	C	D	F	N	Mean
Q3	I expect to earn a grade of	1	2	3	0	0	6	3.7

Responses: **[A]** A-/A=5 **[B]** B-/B/B+=4 **[C]** C-/C/C+=3 **[D]** D-/D/D+=2 **[F]** F=1

Question:	**What aspects of the instructor's teaching style did you find most and least effective in helping you to understand the course material? Please give examples where applicable.**
Response Rate:	**83.33%** (5 of 6)

1	Trying to include everyone in every class
2	The professor was available at all times and she made sure that if we needed anything she would be able to help us.
3	Most helpful was that she gave extra time when you were sick.
4	I'm not sure
5	I really loved the way that she explained assignments. It was always presented in a very clear and understanding way. I don't have any non effective teaching styles for this teacher that I thought weren't effective.

Question:	**What specific materials, assignments, texts, and types of feedback did you find most and least useful towards meeting the stated goals and outcomes of the class? Please give examples where applicable.**
Response Rate:	83.33% (5 of 6)

1	The assignments weren't challenging.
2	N/A
3	I'm not sure
4	I would definitely say the feedback on the essays. The feedback was very specific allowing me to improve for my next essay .
5	Being after to send a draft to have direct feedback for a better final paper

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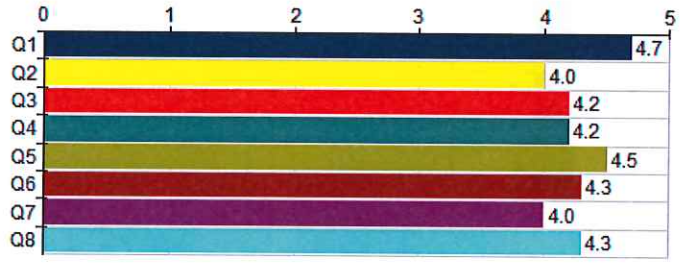
Central Connecticut State University
1. CCSU ALL

Course:	42167 - WRT 110 26	**Department:**	ENG
Responsible Faculty:	Jessyka Scoppetta	**Responses / Expected:**	6 / 17 (35.29%)



ENG Instructor Based		Jessyka Scoppetta						
		Responses					Individual	
		SD	D	SA	A	SA	N	Mean
Q1	The syllabus was distributed during the first week of class, and clearly listed course information, policies, and expectations.	0	0	0	2	4	6	4.7
Q2	Course assignments, materials, and instruction were useful towards developing my understanding of the subject.	0	0	1	4	1	6	4.0
Q3	The instructor created a supportive atmosphere in which to learn.	0	0	1	3	2	6	4.2
Q4	The instructor responded constructively to students' questions.	0	0	1	3	2	6	4.2
Q5	The professor provided useful feedback on my work.	0	0	0	3	3	6	4.5
Q6	I was challenged to develop my ideas and skills in this class.	0	0	1	2	3	6	4.3
Q7	My grades derive from the standards and policies listed in the syllabus and/or accompanying assignment information.	0	0	1	4	1	6	4.0
Q8	The instructor was accessible to me at the times and through the methods listed on the syllabus.	0	0	1	2	3	6	4.3

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [SA] Somewhat Agree=3 [A] Agree=4 [SA] Strongly Agree=5