

ELAINE MINAMIDE

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EDUCATION

TESL/TEFL Certificate, American Language and Culture Institute (ALCI), California State University San Marcos, 2017. Completed a 120-hour course that emphasized an integrated, communicative-based approach to language learning. Training included creating lesson plans for multilingual classes of varying ages and two, hands-on teaching sessions (75-minutes each) with English learners from China, Japan, France, Vietnam, Saudi Arabia, Cape Verde Island.

Master of Arts, Applied Linguistics/Teaching English as a Second Language (TESL), University of California, Los Angeles, 1984. Specialization: Composition Tutoring. Thesis: "ESL Composition Tutoring: An Exploratory Study."

Certificate, Teaching English as a Second Language (TESL), University of California, Los Angeles, 1983. Certificate program included student teaching at Santa Monica College.

Bachelor of Arts, English (Language and Composition), California State University, Long Beach 1982.

PROFESSIONAL EXPERIENCE

Adjunct Professor, English. Palomar College (Summer 2000 to present). I teach the following courses:

English Essentials (English 10). This is a non-transfer level course that focuses on sentence and paragraph level writing and grammar instruction. In this course, students are introduced to writing strategies for developing well-supported paragraphs as well as to reading strategies on how to locate a text's main idea and key supporting points.

Introductory Composition (English 50). This is a non-transfer level course that focuses primarily on basic essay development. My primary emphasis is to equip students for the department-wide final exam. I devote much of my instruction at this level on analysis of readings, outlining, summarizing, and paraphrasing, and strategies for composing organized, focused, and well-supported essays.

English Composition (English 100). This is a transfer-level course that offers practice in expository and argumentative writing based on analytical reading, critical thinking, and the fundamentals of academic research. A key outcome of this course as I teach it is the end-of-semester research essay (I like Ken Macrorie's I-Search method), accompanied by a visual display and an oral presentation. This approach tends to not only generate writing free from stilted and/or plagiarized prose, it also seems to result in a more authentic "voice" in many of my students.

English Teacher. Escondido Charter High School. Taught 9th grade English to low-performing students. Developed and implemented the curriculum utilizing the California Content Standards in English Language Arts for 9th grade, modified to meet the particular needs of these students (2004-2005).

Junior High English Teacher/Administrator. North County Christian School. Taught literature, writing and grammar to 7th and 8th grade students. Designed and implemented a writing workshop approach to teaching composition. As junior high administrator, was also responsible for training and mentoring other junior high teachers and for other administrative tasks including grades, discipline, and parent liaison (1996-2003).

ESL Instructor. American Language Program, California State University, Fullerton (1988).

Intensive English as a Second Language (Summer 1988) Students in this course were pre-university foreign students. Course emphasized grammar, composition, vocabulary, and reading skills (Summer 1988).

Test of English as a Foreign Language (Fall 1988). This course emphasized test-taking strategies for ESL students planning on taking the TOEFL standardized test.

Teacher Training. University of California, Los Angeles (1982-1984)

Graduate Teaching Assistant (UCLA). Designed syllabus, selected textbooks, developed assignments, and taught intermediate composition to university ESL students. Emphasis in classroom was upon developing written fluency, understanding requirements for academic writing, applying the writing process (1984).

ESL tutor (UCLA). Tutored university ESL students in a variety of skill areas, including pronunciation, listening comprehension, conversation, reading, and composition. Explored ways of motivating second-language students to compose, revise, evaluate, and proofread their own writing (1984-1985).

Student Teacher. Santa Monica College. Prepared and presented three lessons for a low-level, adult ESL classroom. Lessons focused primarily around basic vocabulary and beginning grammatical structures suitable to adults living and working in the Santa Monica vicinity (Spring 1983).

Teacher's Aide (UCLA). Assisted classroom instructor in an intermediate university ESL course. Contract included general participation in classroom activities, grading quizzes and homework, preparing and presenting grammar lessons, and collecting and responding to student journals (Winter 1983).

Teacher's Aide (UCLA). Assisted classroom instructor in a beginning ESL course. Activities included preparing and teaching individual pronunciation

lessons, leading group discussions, planning and presenting 20-minute lessons on reading skills, listening comprehension, and grammar to small groups (Fall 1982).

PROFESSIONAL ASSOCIATIONS AND SERVICE

Presenter. Part-Time English Faculty Symposium. Fall 2013.

Faculty Inquiry Group (Palomar College, 2010-2012). Collaboration with reference librarians on teaching information competency to college freshmen.

Learning Outcomes Council (Aug 2010- September 2011)

Library Volunteer, California State University San Marcos (January-May, 2010)

Textbook Reviewer, *Perspectives on Contemporary Issues: Readings Across the Disciplines*, 6th edition, by Katherine Anne Ackley (2010).

Basic Skills Committee/Title V, Hispanic Serving Institutions (HIS) Steering Committee (2009-2010)

Basic Skills Initiative Workgroup Self-Assessment Tool for Best Practices in Basic Skills (2008).

Assistant to the Director California State University San Marcos Writing Center (Volunteer, 2007-08).

Member, National Council of Teachers of English (NCTE)

Member, California Teachers to Speakers of Other Language (CATESOL)

Five-Year Service Pin (Palomar College)

PROFESSIONAL DEVELOPMENT

Better Together California Teachers Summit (July 28, 2017)

CANVAS Boot Camp, March 2017

Active Learning Leaders Conference (February 2015)

Website Design Training: Word Press (Spring 2008 and 2013)

Basic Skills Initiative Fall 2009 Regional Meeting (October 2009)

Advanced PowerPoint Training (Spring 2008)

Topics in Blackboard 8 and 9 (ongoing training)

Topics in Library Technology (semester course): School Library Media

Technician (Fall 2006)

Contributor, "Pass the Popcorn, Please," in *The Writer's Response: A Reading-Based Approach to College Writing*, by Stephen McDonald and William Salomone (Wadsworth, 2000, 2004, 2008).

REFERENCES

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