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EDUCATION	<p>Master of Arts, May 2020 <i>The University of Alabama, Tuscaloosa, AL</i> Major: English, Applied Linguistics and TESOL GPA: 4.0/4.0</p> <p>Bachelor of Arts, May 2018 <i>Hofstra University, Hempstead, NY</i> Major: Linguistics, Minor: English GPA: 3.91/4.0, Summa Cum Laude</p>
STUDY ABROAD	<p>Academic Programs International, Fall 2016 <i>University of Limerick, Limerick, Ireland</i></p>
WORK EXPERIENCE	<p>Global Professor of English: The University of Arizona/ Arizona College of Technology at Hebei University of Technology (Tucson, AZ/ Tianjin, China), July 2024- January 2026</p> <ul style="list-style-type: none"> • Taught academic writing both in-person and online, asynchronously to sophomore students enrolled in the University of Arizona’s English as a Medium of Instruction programs in China • Created lessons, materials, and activities to help students acquire vital skills in reading, writing, critical thinking, reflection and research at the university level • Created supplemental materials to help engage students with the online learning format • Provided students with detailed feedback on writing assignments • Participated in weekly faculty meetings to discuss the progress of students and share ideas and materials for instruction <p>Assistant Language Teacher: Fukui Prefectural Board of Education (Fukui, Japan), October 2021- July 2024</p> <ul style="list-style-type: none"> • Collaborated with Japanese Teachers of English to create English lessons for junior high school students • Created rubrics and assessed student progress through written and oral examinations • Provided students with opportunities for authentic English use and cultural exchange • Contributed to extracurricular duties such as coaching club sports, participating in school events, and prepping students for exams and academic competitions <p>College Writing Tutor: Tutor.com, The Princeton Review, March 2021- November 2021</p> <ul style="list-style-type: none"> • Used the online platform to provide students with strategies for completing and improving writing assignments • Guided the students through the revision process both synchronously and asynchronously • Provided students with easy-to-follow and direct feedback for improvement • Worked with a variety of students from across multiple disciplines <p>English Writing Instructor: The University of Alabama (Tuscaloosa, AL), August 2018- May 2020</p> <ul style="list-style-type: none"> • Created lessons that allowed students to practice and acquire vital reading, writing, critical thinking, reflection and research skills at the university level • Provided students with feedback for improvement on written assignments • Designed a final portfolio project that allowed students to reflect on their progress throughout the course <p>English Language Institute (ELI) Apprentice: The University of Alabama (Tuscaloosa, AL), October 2019- February 2020</p> <ul style="list-style-type: none"> • Tutored students from various language backgrounds in English language skills such as reading, writing, speaking, listening, and grammar

	<ul style="list-style-type: none"> Observed a variety of classes taught by official instructors at the ELI Taught a level-three speaking and listening class <p>English Communication Instructor: Ohio State University with Huazhong Agricultural University (Wuhan, China), July 2019</p> <ul style="list-style-type: none"> Created lessons that focused on improving skills for communicating in an authentic context Encouraged students to discuss cultural differences through the lens of television Planned extracurricular activities and cultural events for students Served as homeroom teacher for a class of students <p>Writing Center Tutor: The University of Alabama (Tuscaloosa, AL), August 2018- May 2019</p> <ul style="list-style-type: none"> Tailored strategies to help students improve their writing skills Aided students with brainstorming topics and outlines for essays <p>Study Abroad Ambassador/ Student Assistant: Hofstra University Office of Study Abroad (Hempstead, NY), February 2017- May 2018</p> <ul style="list-style-type: none"> Encouraged students to study abroad and assisted them in the process for choosing a program and completing the relevant paperwork Organized and hosted events to prepare students for studying abroad
PROFESSIONAL DEVELOPMENT	<p>Technology for Second Language Learning Conference, November 5-8th, 2025 <i>Iowa State University; online attendee</i> The 22nd Technology for Second Language Learning Conference, conducted over four days, featured presentations on the theme of “Building Knowledge of Generative AI in Applied Linguistics”</p> <p>Play Pedagogy in Higher Education- Faculty Learning Community, Fall 2025 <i>The University of Arizona, Tucson, AZ</i> This six-session, in-person seminar, which was led by a professor from the College of Education, explored the power of playfulness in pedagogy. We read and discussed several articles on the topic, and the facilitator prepared numerous activities for each session that allowed us to practice incorporating play pedagogy into our teaching.</p> <p>The Pedagogy of Kindness- Faculty Learning Community, Fall 2025 <i>The University of Arizona, Tucson, AZ</i> This six-session Zoom seminar brought together faculty from various disciplines to read Catherine J. Denial's <i>A Pedagogy of Kindness</i> and discuss how its themes relate to our own teaching practices.</p> <p>College of Social and Behavioral Sciences AI and Teaching Workgroup, Fall 2025 <i>The University of Arizona, Tucson, AZ</i> This workshop consisted of three hour-long, interactive sessions via Zoom. The first session focused on how to detect AI and handle violations; the second session discussed navigating AI in assignment design; the last session provided an opportunity to workshop our own assignments with AI in mind.</p> <p>Second Language Writing- Collaborative Learning Community (CLC), Fall 2024- Fall 2025 <i>The University of Arizona, Tucson, AZ</i> This CLC included instructors for ENGL 106, 107, and 108. Meeting monthly, it focused on second language writing by discussing academic articles, classroom challenges, teaching strategies, and sharing materials.</p> <p>Online Writing Instruction Training Program, October 2024 <i>University of Arizona's Online Writing Program</i> This two-week online, asynchronous course prepared instructors for online teaching by showcasing course formats, introducing helpful technologies and strategies, and facilitating discussion of articles on online instruction.</p>

	<p>English Teaching Skills Development Conference, February 2022, November 2022 & 2023 <i>Fukui Prefectural Board of Education, Fukui, Japan</i> This annual conference, conducted over a single day, was compulsory for all English teachers in Fukui Prefecture. Attendees participated in a series of seminars and workshops designed to enhance instructional methodologies. Numerous sessions placed particular emphasis on strategies for effective team-teaching and the integration of cultural exchange within classroom instruction.</p> <p>Sino-US Symposium on Foreign Language Education, July 13, 2019 <i>Huazhong Agricultural University, Wuhan, China</i> This conference, conducted over a single day, focused on strategies for language instruction. Participants and presenters were largely from the collaborative summer seminar with Ohio State University.</p> <p>Research Assistant: Corpus Linguistics and Statutory Interpretation, Spring 2018 <i>Hofstra University, Hempstead, NY (for Dr. Tammy Gales)</i> Compiled historic and contemporary examples of "falsely made" for corpus analysis in <i>Moskal v. United States</i> (1990). Worked for Dr. Tammy Gales; project presented at the Law and Corpus Linguistics Symposium, Brigham Young University, and the University of Chicago Conference on Historical Semantics</p>
VOLUNTEER WORK	<p>Fukui Prefectural Junior High School English Demo Lesson: Natsume Junior High School, November 2023</p> <ul style="list-style-type: none"> • Collaborated with the Japanese Teacher of English to prepare a lesson based on the New Horizon Course 1 textbook • Demonstrated the lesson with a first-year English class in front of approximately 50 English teachers and administrators from the Fukui Prefectural Board of Education • Led a post-demonstration discussion group where we analyzed the lesson and discussed how similar tactics and strategies could be applied to future teaching <p>Fukui City Summer Camp Leader: ASSOS Center, Fukui City, Japan, August 2023</p> <ul style="list-style-type: none"> • Created activities, games and materials for a day-long summer camp for approximately 100 third-year junior high school students • Coordinated planning, staffing, scheduling and set-up of the event • Served as Master of Ceremonies for the event <p>English Reading and Games Event: Fukui Prefectural Library, Fukui Board of Education with Kyoto University, July 2023</p> <ul style="list-style-type: none"> • Prepared a storybook reading for approximately 50 children • Led games and activities for the children <p>Fukui-JET Sports Representative: Fukui Prefecture, August 2022- July 2023</p> <ul style="list-style-type: none"> • Organized sports-related events for the Fukui ALT and local Japanese community • Collaborated with other members of the Fukui-JET council to host various events for the community • Regularly hosted ultimate frisbee seminars for junior high school students <p>Judge for Fukui Prefectural High School Essay Competition: November 2022 and October 2023</p> <ul style="list-style-type: none"> • Served as a finalist judge in 2022 and as a preliminary judge in 2023 • As the preliminary judge, I read a batch of 30 random essays and assigned a score to each • As a finalist judge, I met with a group of other judges to read the finalist essays and choose a first, second, and third place winner for several categories

	<p>Sakai City Junior High School Holiday Party: Fukui Prefecture, December 2021</p> <ul style="list-style-type: none"> Served as conversation leader for a group of six junior high school students during the craft sessions of the event Prepared and led a holiday-themed game for multiple groups of students during the games session of the event <p>Volunteer English Teacher: ESL Associates of Rochester, NY, July 2020- January 2021</p> <ul style="list-style-type: none"> Taught English via Zoom to non-native speakers of English Created lessons based on the various needs of students Taught everything from basic grammar to conversational and cross-cultural skills Worked with students of a diverse demographic and skill level all at once <p>Collaborative Online Learning Program with Chiba University, Japan: COIL, The University of Alabama, Spring 2020</p> <ul style="list-style-type: none"> Interacted with Japanese learners of English in both online and face-to-face settings Provided Japanese students with support as they adjust to life at the University of Alabama Supported learners in developing communication abilities and intercultural awareness
LANGUAGES	<p>Japanese- approximate JLPT level N4</p> <p>French- intermediate (6 years of K-12 study; 1 semester of undergraduate study)</p> <p>Spanish- beginner (3 semester of undergraduate study)</p> <p>Italian- beginner (3 semester of undergraduate study)</p> <p>American Sign Language- beginner (2 semesters of undergraduate study)</p>
TECHNOLOGIES	<p>Microsoft Office Suite (Word, PowerPoint, Excel, Sway, Forms, Teams)</p> <p>Collaborative Google Workspace (Docs, Sheets, Slides, Drive)</p> <p>Learning Management Systems (D2L, Blackboard, Moodle, Canvas, Padlet, Quizlet, Kahoot)</p> <p>Panopto Video</p> <p>Voice Threads</p> <p>Library Research and Database Navigation (familiarity with APA, MLA, IEEE, and Chicago citation styles)</p> <p>English Corpora (Corpus of Contemporary American English, Corpus of Historical American English, AntConc, etc.)</p>
COURSES TAUGHT	<p><i>ENGL 108- The University of Arizona</i> Introduction to academic writing for multilingual students, level 3/3. This trimester class was taught to second-year college students. The course focused on skills for research writing. Major projects included a genre analysis report, a literature review, and a genre rewrite and explanation report. The class was delivered completely online and asynchronously. I was the sole instructor of record for two sections in Spring of 2024. Class sizes were 19-21 students.</p> <p><i>ENGL 107- The University of Arizona</i> Introduction to academic writing for multilingual students, level 2/3. This trimester class was taught to second-year college students. The course focused on various genres of academic writing and targeted skills such as critical thinking, reflection, and revision. Major projects included a language narrative, a summary and critical response essay, an annotated bibliography, and a reflection letter. I was the sole instructor of record for four sections of this class in-person in at Hebei University of Technology in Tianjin, China in Spring 2024 and four sections of this class online and asynchronously in Fall of 2025 (two sections for Hebei University of</p>

Technology, one section for Northwestern A&F University, and one section for Capital University of Economics and Business).

Class sizes were 19-22 students.

ENGL 106- The University of Arizona

Introduction to academic writing for multilingual students, level 1/3.

This trimester class was taught to second-year college students. The course focused on introducing students to different genres and registers in English. Major projects included a genre rewrite and explanation report, an argument essay, and a reflective portfolio project.

I was the sole instructor of record for three sections of this class in-person in Tianjin, China in Fall of 2024.

Class sizes were 19-22 students.

New Horizon English Course 1- Fukui Prefectural Board of Education

This full-year English course was taught to first-year junior high school students in Japan.

The class provided instruction in English fundamentals, focusing on speaking, listening, reading, writing, phonetics, and cultural exchange. Students were assessed via various written and oral exams throughout the school year.

I co-taught this class with the Japanese Teacher of English (JTE), who was the instructor of record. As the Assistant Language Teacher (ALT), I visited each class once a week to deliver a lesson, which I conducted as the lead teacher for that class. Each school year (October 2021- July 2024), I was the ALT for 6 sections of this specific class.

Class sizes were 25-35 students.

New Horizon English Course 2- Fukui Prefectural Board of Education

This full-year English course was taught to second-year junior high school students in Japan. The class provided instruction in English fundamentals, focusing on speaking, listening, reading, writing, critical thinking, and cultural exchange. Students were assessed via various written and oral exams throughout the school year.

I co-taught this class with the Japanese Teacher of English (JTE), who was the instructor of record. As the Assistant Language Teacher (ALT), I visited each class once a week to deliver a lesson, which I conducted as the lead teacher for that class. Each school year (October 2021- July 2024), I was the ALT for 6 sections of this specific class.

Class sizes were 25-35 students.

New Horizon English Course 3- Fukui Prefectural Board of Education

This full-year English course was taught to third-year junior high school students in Japan. The class provided instruction in English fundamentals, focusing on speaking, listening, reading, writing, critical thinking, research and cultural exchange. Students were assessed via various written and oral exams throughout the school year.

I co-taught this class with the Japanese Teacher of English (JTE), who was the instructor of record. As the Assistant Language Teacher (ALT), I visited each class once a week to deliver a lesson, which I conducted as the lead teacher for that class. Each school year (October 2021- July 2024), I was the ALT for 6 sections of this specific class.

Class sizes were 25-35 students.

Speaking and Listening, Level 3- The University of Alabama, English Language Institute

This eight-week English course was taught to non-native English-speaking students who wished to enroll in a degree program in an English-speaking country or individuals who lived in an English-speaking country and wished to improve their general, academic, or business English skills. Students ranged from recent high school graduates to working adults. Major assessments included periodic listening tests and a range of speaking and presentation evaluations.

I was the sole instructor of record for one section of this course Spring of 2020.

Class size was 8 students.

English Communication and Culture: American Television- Ohio State University

This three-session course was taught as part of an intensive English summer camp at Huazhong Agricultural University in partnership with Ohio State University in July of 2019. Students enrolled in this course were advanced English learners, and they were primarily

college students, but there were a few high school students. The focus of the course was improving communicative and intercultural competence. The course was themed around television in the United States; students learned about American television and different cultural attitudes towards television. This class was primarily discussion based, and there were informal assessment activities such as group presentations and a final debate competition.

I designed the curriculum in collaboration with two other teachers in the program, but I planned each individual lesson on my own. I was the sole instructor for six sections of the class.

Class sizes were 25-30 students.

EN 121- The University of Alabama

Introduction to academic writing for international students, level 2/2.

This semester class was taught to first-year international college students. The course focused on skills for writing at the university level and research writing. Major projects included a textual analysis paper, an annotated bibliography, a researched argument paper, and a final portfolio.

I was a co-teacher for one section of this class Fall 2018 and one section Spring 2019.

I was the sole instructor of record for two sections in Fall of 2019 and one section in Spring of 2020.

Class sizes were 10-15 students.