

CURRICULUM VITAE

Heather Torrie

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EDUCATION SUMMARY

M.A. in TESOL, 2007, Brigham Young University

Graduate Certificate in TESOL , 2005, Brigham Young University

B.S. in Agribusiness-Production with a management minor, 2003, Brigham Young University

TEACHING EXPERIENCE

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|-------------------|---|
| Aug 2007-present | Visiting Lecturer, English Language Program Purdue University Calumet |
| May 2005-Aug 2007 | Part-time instructor, English Language Center Brigham Young University |
| Sep 2004-Jan 2005 | Community English instructor, Deseret Industries |
| Jan 2003-Jun 2003 | Supervisor of volunteer English teachers, International Language Programs, Russia |

COURSES TAUGHT

Course/Level

Semesters

Listening/Speaking

| | |
|--|--|
| Beg. Listening/Speaking (Community) | Fall '04; Spring '05 |
| Int. Listening/Speaking (Community) | Spring '05 |
| Beg. Listening/Speaking | Summer '05; Spring '06; Summer '06, Fall '09 |
| Int. Listening/Speaking | Summer '07, Summer '09, Fall '09 |
| Adv. Listening/Speaking | Fall '09 |
| Int. Conversation | Spring '08; Summer '08; Fall '08; Spring '09 |
| Adv. Conversation | Fall '07; Spring '08; Summer '08; Fall '08; Spring '09 |
| Int. Academic Listening | Fall '07; Spring '08; Fall '08 |
| Adv. Academic Listening | Spring '09 |

Grammar

| | |
|----------------|------------------------|
| Low-beginning | Fall '06; Spring '07 |
| High-beginning | Spring '06; Summer '06 |
| Intermediate | Spring '07; Summer '07 |
| Advanced | Fall '05 |

Writing

| | |
|--|--------------------------------|
| Beginning | Fall '05; Summer '06; Fall '06 |
| Intermediate | Fall '07; Spring '09 |
| Business Communication (Intermediate) | Spring '08, Fall '09 |

Reading

| | |
|--------------|------------------------|
| Intermediate | Fall '07 |
| Advanced | Summer '08, Summer '09 |

Teacher Training

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| Ling 555 Teaching Culture (Teaching Assistant) | Summer '07 |
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CURRICULUM DEVELOPMENT

Contributed to formulate course objectives to build a curriculum
Designed courses from scratch, including reading, writing, listening, speaking, and business communication, for a new intensive English program

ASSESSMENT AND EVALUATION EXPERIENCE

Involved in student placement testing using oral interviews and writing samples
Collaborated with teachers to develop achievement and benchmark tests
Designed and rated assessment portfolios for writing and speaking using technology-based testing procedures
Carried out program evaluation measures to collect feedback from former students

ADMINISTRATIVE RESPONSIBILITIES AND PROJECTS

Oversaw a conversation tutor program which recruited over 200 volunteers
Organized orientation meetings and provided ongoing support to volunteers and students
Organized and implemented a bi-weekly grammar laboratory
Built and maintained program website
Mentored undergraduate interns in my classroom
Supervised student teachers teaching their own classes

RELEVANT COURSEWORK

I have taken the following courses as part of my training:

Curriculum & Materials Development Courses

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|----------|---|
| CHum 284 | Computers & Internet Publishing |
| IP&T 560 | Microcomputer Materials Development |
| IP&T 661 | Introduction to Evaluation in Education |
| Ling 577 | TESOL Methods & Materials |
| Ling 660 | Language Testing |
| Ling 679 | TESOL Supervision-Administration Internship |

Other TESOL Courses

| | |
|----------|-----------------------------------|
| Ling 500 | Introduction to Research in TESOL |
| Ling 540 | Language Acquisition |
| Ling 555 | Teaching Culture |
| Ling 579 | TESOL Student Teaching |
| Ling 631 | Grammar Usage |

Language Courses

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|---------|----------------|
| RUS 101 | 1st Yr Russian |
| RUS 201 | 2nd Yr Russian |
| RUS 202 | 2nd Yr Russian |

TESOL Supervision-Administration Internship

TESOL Supervision and administration internship involved mentoring graduate student teachers in a community ESL program. Placed students into levels through oral placement interviews. Observed teaching and syllabus development, giving feedback and on-going training.

M.A. Project

Created *Grammatically Correct*, a web-based assessment tool to measure grammar proficiency in speaking. The project involved the following steps: (1) building a website with an online database of speaking tasks and audio recording application, (2) implementing the system into grammar classes in an intensive English program, (3) providing training and ongoing support, and (4) conducting an evaluation of the program.

ACADEMIC HONORS AND ACHIEVEMENTS

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|-----------|---|
| 2007 | Outstanding Project Award for TESOL, Department of Linguistics and English Language, Brigham Young University |
| 2004-2005 | Highest Grade Point Averages, Department of Linguistics and English Language, Brigham Young University |

PROFESSIONAL AFFILIATIONS

TESOL Member, since 2006
Illinois TESOL-BE Member, since 2009

PROFESSIONAL SERVICE

Illinois TESOL-BE Board Member-at-large 2009-2010
Membership Committee, Chair
Professional Development Committee

Worked to promote and maintain membership in Illinois TESOL-BE.
Helped to plan and carry out the Fall and Spring Workshops, together with the three other members of the Professional Development Committee

CONFERENCE PRESENTATIONS

Torrie, H. (2009). Internet chat for language learning. Workshop presented at Illinois TESOL-BE Fall Workshop.

Torrie, H. (2009). Facilitating language learning through web-based multimedia. Demonstration presented at TESOL Convention.

Torrie, H. (2009). Blackboard discussion and chat for listening and speaking. Demonstration presented at Illinois TESOL-BE Convention.

Torrie, H. (2007). Assessing grammar through online speaking tasks. Demonstration presented at TESOL Convention.

Torrie, H. (2006). Assessing grammar through online speaking tasks. Demonstration presented at Intermountain TESOL Conference.

PUBLICATIONS

Torrie, H. (2009). Facilitating language learning through web-based multimedia. *IEPIS Newsletter*, 29(1).

Torrie, H. (2009). Resources for teaching listening: StoryCorps & Radio Diaries. *Essential Teacher*, 6(2).

Fiorito, M., & Torrie, H. (2009). Developing listening skills in the language classroom: A progressive, holistic approach to a technology-based curriculum. *HEIS News*, 28(1).

Fiorito, M., & Torrie, H. (2009). Using subtitled foreign films to develop language skills and cultural perspectives. *Essential Teacher*, 6(2).