

## **BARBARA MELTON**

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Denton, TX 76201

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[barbara.melton@untdallas.edu](mailto:barbara.melton@untdallas.edu)

### **Summary of Qualifications**

- 20+ years teaching developmental and remedial English
- 20+ years teaching composition, critical thinking, and literature
- 10 years tutoring and grading all levels of English
- 12 years teaching writing for media
- 20+ years freelance writing
- Master of Arts, English, CSU, Chico 2004

### **ACADEMIC EMPLOYMENT**

**Adjunct Faculty**  
**First Year Writing Program**  
**Department of English**

August 2023-Present

University of North Texas, Denton

Contact: Dr. Stephanie Vastine  
[Stephanie.Vastine@unt.edu](mailto:Stephanie.Vastine@unt.edu), First Year Writing Program

FRESHMAN COMPOSITION – (ENGLISH 1310) Classes consist of freshmen. These are also diverse groups. Through group discussion of student and text essays, large, small, and one-on-one; lecture; writing workshops, including Peer Review; and information literacy workshops, students learn college level critical reading and writing skills. Emphasis is placed on critical thinking as well as mastering writing skills for academia and beyond.

ADVANCED COMPOSITION – (ENGLISH 1320) Continuing the work begun in ENGL 1310, freshmen students, through group discussion of student and text essays, large, small; one-on-one conferences; lecture; writing workshops, including Peer Review; and information literacy workshops, develop argument/persuasive writing and critical thinking skills.

**Adjunct Faculty**  
**Department of Languages, Linguistics, and Rhetoric**

August 2022-Present

University of North Texas, Dallas

Contact:

Dr. Roberto Tinajero, Assistant Professor of English/Rhetoric

[Robert.tinajero@untdallas.edu](mailto:Robert.tinajero@untdallas.edu)

FRESHMAN COMPOSITION – (ENGLISH 1313) Classes consist of freshmen. These are also diverse groups. Through group discussion of student and text essays, large, small, and one-on-one; lecture; writing workshops, including Peer Review; and information literacy workshops, students learn college level critical reading and writing skills from a Rhetoric perspective.. Emphasis is placed on critical thinking as well as mastering writing skills for academia and beyond.

DEVELOPMENTAL/REMEDIAL – (UGRW 1200) These first-year students learn fundamental language concepts, including audience, purpose, tone, and form, and learn to build from sentence to paragraph to essay. Classes are diverse, ethnically, culturally, educationally, and socio-economically; there is a mix of ESL and native English speakers. To accommodate a range of learning styles, instructional methods include lecture; discussion of text and student essays, large group, small group, and one-on-one; and writing workshops, including Peer Review. This co-req class, taken in conjunction with ENGL 1313, is an open-exit class, encouraging students to reach their goals at their own pace.

## **FACULTY**

### **English Department**

January 2021-Present

Collin College--Wylie Campus

Contact:

Courtney Mulcahy, MFA, Associate Dean of Academic Affairs

972-378-8796

[cmulcahy@collin.edu](mailto:cmulcahy@collin.edu)

DEVELOPMENTAL/REMEDIAL – (INRW 405 AND INRW 315) These first-year students learn fundamental language concepts, including audience, purpose, tone, and form, and learn to build from sentence to paragraph to essay. Classes are diverse, ethnically, culturally, educationally, and socio-economically; there is a mix of ESL and native English speakers. To accommodate a range of learning styles, instructional methods include lecture; discussion of text and student essays, large group, small group, and one-on-one; and writing workshops, including Peer Review.

FRESHMAN COMPOSITION – (ENGLISH 1301) Classes consist of freshmen and sophomores. These are also diverse groups. Through group discussion of student and text

essays, large, small, and one-on-one; lecture; writing workshops, including Peer Review; and information literacy workshops, students learn college level critical reading and writing skills. Emphasis is placed on critical thinking as well as mastering clear expository, persuasive, and argumentative writing.

ADVANCED COMPOSITION – (ENGLISH 1302) Classes consist of freshmen. These are also diverse groups. Through group discussion of student and text essays, large, small, and one-on-one; lecture; writing workshops, including Peer Review; and information literacy workshops, students learn college level critical reading and writing skills. Emphasis is placed on critical thinking as well as mastering writing skills for academia and beyond.

## **EDUCATION CONSULTANT**

**Online**

Self-Employed

June 2019-August 2021

Subcontract with online language school to teach ESL/EFL (English as a Second Language or English as a Foreign Language). Students are primarily children between the ages of 5 and 15 years of age. Students speak Asian languages. Lessons are taught using prepared curriculum, adjusted as necessary for maximum student benefit. For example, focusing on mastery of a sound or new word is more important than completing a presentation.

## **CAMPUS COLLEGE CHAIR (aka, Local Dean) College of Humanities & Sciences**

February 2015-June 2017

University of Phoenix—Clovis

Contact: Rita Stanziale, Director of Academic Affairs  
(559) 312-1152

Rita.Stanziale@phoenix.edu

As Dean for the local campus, accountable for overall campus management for the College of Humanities & Sciences. During 2015, provided oversight for College of Education as well. Participated in selection, certification, mentoring, and ongoing evaluation of campus faculty (+/- 100). Supervised Lead Faculty Area Chairs (+/-10). Developed and maintained the quality and integrity of College's Programs and Courses. Developed and maintained strong relationships with campus staff, faculty, and students. Served as core Administrative Faculty; this position is also defined as Full Time Faculty. Regularly taught English classes (remedial, developmental, university-level writing classes, critical thinking, literature) and covered emergency substitution requests when associate faculty

were unavailable. Monitored, reviewed, and retained program-specific documents. Prepared reports for audits in a timely manner. Developed and implemented Strategic Plan for each Academic Year, addressing areas of faculty engagement, student engagement, and community engagement. Developed, implemented, and supported ongoing scholarship for faculty via campus Scholars' Salon group. Maintained professional and technical knowledge of curricula via attendance at educational workshops, professional societies, and personal networks. Supervisory role for Program Manager.

## **ADJUNCT INSTRUCTOR**

Fall-2013-August 2017

University of Phoenix—Clovis

Contact:

Rita Stanziale, Director of Academic Affairs

(559) 312-1152

Rita.Stanziale@phoenix.edu

**WRITING INSTRUCTOR**—Classes consist of freshmen and sophomores. These are diverse groups—culturally, socio-economically, and educationally. There is a high concentration of Veterans in the student body. Through group discussion of student and text essays, large, small, and one-on-one; mini-lecture; writing workshops, including Peer Review; and information literacy workshops, students learn college level critical reading and writing skills. Emphasis is placed on how mastery of writing and reading skills can be used in various professional/career settings.

**CRITICAL THINKING**--Students develop critical thinking, reading, and writing skills as they apply to analysis of written texts from diverse cultural sources and perspectives. Exploration of valid inductive and deductive reasoning processes and the fallacies that work against them result in lively discussion, both small and large group.

**INTRODUCTION TO LITERATURE** – This is a multi-genre, multi-period course which introduces students to fiction, poetry, non-fiction, and drama from diverse cultural sources and perspectives. Students examine literary terms and methods of literary analysis to provide them with a broad understanding of literature. Classes are diverse, ethnically, culturally, educationally, and socio-economically. To accommodate a range of learning styles, instructional methods include mini lecture; discussion of readings, large group, small group, and one-on-one.

## **ADJUNCT INSTRUCTOR**

Fall 2009-Fall 2010

ITT Technical Institute—

Contact:

Information unavailable as this institution has permanently closed.

COMPOSITION I INSTRUCTOR – Classes consist of freshmen and sophomores. These are diverse groups—culturally, socio-economically, and educationally. Through group discussion of student and text essays, large, small, and one-on-one; lecture; writing workshops, including Peer Review; and information literacy workshops, students learn college level critical reading and writing skills. Emphasis is placed on mastering clear expository writing. Special attention is given to teaching students how composition writing skills can be used in various professional settings.

COMPOSITION II INSTRUCTOR – Classes consist of freshmen and sophomores. These are diverse groups—culturally, socio-economically, and educationally. Through group discussion of student and text essays, large, small, and one-on-one; lecture; writing workshops, including Peer Review; and information literacy workshops, students build on the skills learned in Composition I. Emphasis is placed on critical thinking as well as mastering clear persuasive and argumentative writing. Special attention is given to teaching students how composition writing skills can be used in various professional settings.

STUDY HALL/TUTORIAL – Students who want or need supplemental instruction attend twice weekly classes. Small class size and focus on student-directed, student-centered learning enhance learning. Review is a key focus of each meeting.

## **ASSOCIATE PROFESSOR OF ENGLISH**

Fall 2006-Spring 2009

Mt. San Jacinto Community College

Contact:

Rickianne Rycraft, MA, MFA, Chair

(951) 672-5641

[rrycraft@msjc.edu](mailto:rrycraft@msjc.edu)

DEVELOPMENTAL/REMEDIAL – These first-year students learn fundamental language concepts, including audience, purpose, tone, and form, and learn to build from sentence to paragraph to essay. Classes are diverse, ethnically, culturally, educationally, and socio-economically; there is a mix of ESL and native English speakers. To accommodate a range of learning styles, instructional methods

include lecture; discussion of text and student essays, large group, small group, and one-on-one; and writing workshops, including Peer Review.

**SPELLING/VOCABULARY** – This course is designed for students who want to develop or improve their decoding and spelling skills. Through the study of phonics, spelling rules, and structural analysis, students learn patterns that allow them to become more competent, more confident readers and spellers. Classes are diverse, ethnically, culturally, educationally, and socio-economically; there is a mix of ESL and native English speakers. To accommodate a range of learning styles, instructional methods include lecture; discussion—large group, small group, and one-on-one.

**FRESHMAN COMPOSITION** – Classes consist of freshmen and sophomores. These are also diverse groups. Through group discussion of student and text essays, large, small, and one-on-one; lecture; writing workshops, including Peer Review; and information literacy workshops, students learn college level critical reading and writing skills. Emphasis is placed on critical thinking as well as mastering clear expository, persuasive, and argumentative writing.

**CRITICAL THINKING** – This course provides continuing practice in the analytical writing begun in Freshman Composition. Students develop critical thinking, reading, and writing skills as they apply to analysis of written texts from diverse cultural sources and perspectives. Techniques and principles of effective written argument as they apply to written texts are emphasized. Exploration of valid inductive and deductive reasoning processes and the fallacies that work against them result in lively discussion, both small and large group. Honors students complete additional work, including an Honors paper.

**INTRODUCTION TO LITERATURE** – This is a multi-genre, multi-period course which introduces students to fiction, poetry, and drama from diverse cultural sources and perspectives. Students examine literary terms and methods of literary analysis to provide them with a broad understanding of literature. Classes are diverse, ethnically, culturally, educationally, and socio-economically. To accommodate a range of learning styles, instructional methods include lecture; discussion of readings, large group, small group, and one-on-one. Honors students complete additional work, including an Honors paper.

**INTRODUCTION TO CREATIVE WRITING** – This course encourages individual exploration of creative writing in several core genres, particularly poetry and short fiction. Students write in journals, compose creative works, read works of literature, and actively participate in peer workshops. To accommodate a range of learning styles, instructional methods include lecture; discussion of readings and student texts, large group, small group, and one-on-one; and peer workshops. Honors students complete additional work, including an Honors paper.

## **ENGLISH INSTRUCTOR**

August 1995-July 2006

Butte Community College

Contact:

English Department (530) 895-2581  
(Hannie Voyles, Margaret Hughes, and Marianne Werner were Chairs during my tenure at Butte college.)

**DEVELOPMENTAL/REMEDIAL** – These first-year students learn fundamental language concepts, including audience, purpose, tone, and form, and learn to build from sentence to paragraph to essay. Classes are diverse, ethnically, culturally, educationally, and socio-economically; there is a mix of ESL, ELL, and native English speakers. To accommodate a range of learning styles, instructional methods include lecture; group discussion of text and student essays, large, small, and one-on-one; and writing workshops, including Peer Edit.

**FRESHMAN COMPOSITION** – Classes consist of freshmen and sophomores. These are also diverse groups. Through group discussion of student and text essays, large, small, and one-on-one; lecture; writing workshops, including Peer Edit; information literacy workshops, students learn college level critical reading and writing skills. Emphasis is placed on critical thinking as well as mastering clear expository, persuasive, and argumentative writing.

**CRITICAL THINKING** – This class was a diverse mix of sophomores and juniors. Students used newspapers, magazine articles, essays, documentaries, movies, texts, and advertisements to study the principles and methods of critical thinking and honed their analytical reading and writing skills. Exploration of valid inductive and deductive reasoning processes and the fallacies that work against them resulted in lively discussion, both small and large group.

**WRITING FOR MEDIA LECTURER** (intermittent) August 1994-May 2006  
California State University, Chico

Contact:

Communication Design Department (530) 898-4048  
(Dr. John F. Long was Chair during my tenure at CSU, Chico. He is deceased.)

**WRITING FOR ELECTRONIC MEDIA** – Classes consist of sophomores, juniors, and seniors, the majority of which are Communication Design majors (instructional media, graphic design, media arts, and web design). Using lecture, discussion, video, internet, writing workshops, students are introduced to the styles and formats used

in writing for radio, television, multimedia, and the web. Understanding audience is a key component of all the writing.

**COMMUNICATION CRITICISM** – This is the Writing Proficiency class for the Communication Design majors, so the students are seniors. Using lecture, group discussion, and video, students learn various approaches to the critical examination of communication, applying those principles to selected examples.

**BASIC ADVERTISING COPYWRITING** – Students are juniors and seniors; again, the students are Communication Design majors. Using lecture; group discussion, large and small; video; internet; and writing workshops, students are trained in the creation of complete campaigns. An analysis of the role of the copywriter, with an emphasis on effective copywriting, is a primary focus of the class. Again, understanding audience is stressed.

## **GENERAL EDUCATION LECTURER**

Fall 2005

California State University, Chico

Contact:

William Loker, Ph.D., Dean of Undergraduate Studies

(530) 898-6101

[WLoker@csuchico.edu](mailto:WLoker@csuchico.edu)

**INTRODUCTION TO UNIVERSITY LIFE** – This class is designed for incoming freshmen, but is open to all students. Using lecture; group discussion, small and large; video; and service learning, students learn effective strategies to transition from high school to college. Critical thinking and writing skills are emphasized as students work to understand their role as students and to understand what role higher education plays in society.

## **PROFESSIONAL EXPERIENCE**

Writer, Self-employed

2010-Present

Barbaramelton.com. “Adventures with Barb” blog. Ghostwriting for another blog. Novel in process.

State of California

Affordable Care Act; Permanent Intermittent Employee



Assisted customers with health insurance enrollment. 2013

Licensed Health/Life Insurance Agent/Broker January 2011-2013

Self-employed. Assist individuals and families with their health and life insurance needs.  
License number: 0H21717.

Scriptwriter, Self-employed

1992-2006

Collaborated with corporate clients to develop scripts for employee training videos, point-of-purchase videos, product information videos, and instructional videos. Wrote several television and radio public service announcements for non-profit organizations. Wrote and co-produced a children's video for the retail market

WEST Reader, CSUC

1994-2006

Read student essays, as needed, to assess student eligibility for enrollment in major specific writing class. One of a group of readers—trained in holistic reading, with emphasis on reading the range.

### PROFESSIONAL ACTIVITIES

TEFL Certificate  
International TEFL and TESOL Training (ITTT)

June 2019

Group Discussion Facilitator, Red Tent Day  
California State University, Chico

February 2018

Administrative Chair, Scholarship Committee

University of Phoenix

January 2016-June 2017

Attended, Faculty Development Workshop  
Teaching Veterans  
University of Phoenix

March 2017

Attended, Faculty Development Workshop  
Teaching Essay Organization to First Year Students  
University of Phoenix

March 2017

Attended, Faculty Development Workshop  
Get Your Short Stories and Essays Published in Five Easy Steps  
University of Phoenix

February 2017

Attended, Kramer SMART Board training  
University of Phoenix

February 2017

Attended, 2-day Leading People! Conference  
University of Phoenix

September 2016

Coordinate Faculty Development Workshop  
General Faculty Meeting  
University of Phoenix

August 2016

Attended, Faculty Development Workshop  
“English is my worst subject:” The Need for Writing Across the Curriculum  
University of Phoenix

May 2016

Attended, Faculty Development Workshop  
Getting Started with Academic Blogging  
University of Phoenix

April 2016

Attended, Assessment Conference,  
University of Phoenix

April 2016

Committee Member, Tutoring on Demand  
Assist in design and creation of local Standard Operating Procedure  
One-to-one and group tutoring at local campus  
University of Phoenix

March 2016

Attended, Faculty Development Workshop  
Teaching First Year Students: Perspectives from Research and Practice  
University of Phoenix

November 2015

Flex Coordinator, Meniffee Valley Campus and Temecula Center,  
Mt. San Jacinto Community College

Spring 2008-Spring 2009

Co-Chair, Flex Committee  
Mt. San Jacinto Community College

Spring 2008-Spring 2009

Attended, OnCourse Training Conference  
Mt. San Jacinto Community College

October 2008

Attended, Tech Education Conference

Ontario, CA

April 2008

Senator, Academic Senate,  
Mt. San Jacinto Community College

Fall 2008-Spring 2009

Member, Student Learning Outcomes Committee,  
Mt. San Jacinto Community College

2007-2009

Coordinator, Student Learning Outcomes—English Dept.  
Mt. San Jacinto Community College

2007-2009

Member, Basic Skills Initiative Task Force Committee,  
Mt. San Jacinto Community College

2007-2009

Member, Curriculum Committee,  
Mt. San Jacinto Community College

2006/07

Attended, Tomas Rivera Policy Institute Conference

Long Beach, CA

2006

Faculty Advisor

April 2006

CSU, Chico

Interviewed for student written/produced mini-documentary about multicultural issues. Student writer/director, Ronald M. Franklin.

Faculty Advisor, CSU, Chico

November 2005

Assist student Ronald M. Franklin in production of interstitial videos for SMASH awards, the CSU, Chico showcase of media students' work.

Attended

October 2005

Center for Excellence in Learning and Teaching Conference, a pedagogical conference.  
CSU, Chico

Attended, ExceEd Teaching Workshop, a pedagogical conference  
CSU, Chico

July 2005

Attended, Petaluma, CA

February 2005

FACCC/STRS Workshop

Member, Student Learning Outcomes, Communication Group  
Butte CollegeSpring

2005-Summer 2006

Faculty Advisor, Student Joseph Samudio

Fall 2004-Spring 2005

CSU, Chico

Assist in production of music video for campus SMASH Awards. The music video,  
“Travelin’ Soldier,” won Best Music Video and Audience Appreciation awards.

Grant Writer, Butte Community College

April 1998

Coordinated with English Department Chair Margaret Hughes and Dr. Yolanda Holt  
Contracted to write Chancellor’s Office planning grant for supplemental instruction for  
the students in Project MAESTROS and Bilingual Teacher Recruitment and  
Preparation programs.

Member, Planning Committee,

Spring 1997

Butte College “All Campus Workshop”

Graduate Representative, Curriculum Committee,

Fall 1995

English Department, CSU, Chico  
Aiping Zhang, Ph.D., Graduate Advisor

CONFERENCES/WORKSHOPS PRESENTED

Coordinate GIFTS (Great Ideas for Teaching Students) presentation, Scholars' Salon,  
including establishment of review committee and process.  
University of Phoenix

May 2016

Coordinate inaugural Faculty Scholarship Poster Presentation for Central Valley Campus.  
Full participation across colleges.  
University of Phoenix

February 2016

Facilitator, workshops to create scholarship group, Scholars' Salon  
University of Phoenix

December 2015

Presenter, Norming: Assessment Calibration and Academic Rigor  
Workshops for Associate Faculty and Campus Faculty Assessment Liaisons  
University of Phoenix, Central Valley Campus  
These workshops were intended to help associate faculty understand holistic reading of  
student essays for annual SLO assessment of various classes across the  
curriculum.



July/August 2015

Speaker, "Introduce several of the Freedom Writers"

Presenter, "The First-Year Experience"

This was for the second annual city-wide read in Temecula, CA.

The Friends of Temecula Public Library chose The Freedom Writers Diary for this city-wide read.

Winter 2008

Speaker, "How to Read Literature"

Temecula Reads!

This was the kick off for the first city-wide read in Temecula, CA.

Ray Bradbury's Fahrenheit 451 was the book read and discussed.

January 2007

Guest lecture, "How to Write an Essay,"

Charles Turner, Ph.D., history class (530) 518-9669 [turnerch@msn.com](mailto:turnerch@msn.com)

This was a freshman class, all EOP students.

Novemr 2005

Co-Presenter,

"STRS Retirement—PT Issues,"

Butte Community College

April 2005

Presenter, "Multicultural Voices in Poetry and Movies: A Guide to Introducing  
Multicultural Awareness and Appreciation in the Classroom,"

Butte College, All Campus Workshop

August 1997

Presenter, "Male vs. Female Culture: Kinship in Cross-Cultural Perspective,"  
Butte College/CSU, Chico present: Strength Through Diversity Conference  
CSU, Chico

January 1996

## EDUCATION

California State University, Chico, Chico CA

**Master of Arts, English**, Spring 2004

Thesis title: *Hamlin Garland's Women: A Discussion of the Female Characters in Main-Travelled Roads*

**Bachelor of Arts, English**, Spring 1994

Butte College, Oroville CA

**Honors Associate of Arts, Language Arts**, Spring 1990

## PUBLICATIONS

2017: Blog, Adventures with Barb, [barbaramelton.wordpress.com](http://barbaramelton.wordpress.com)

2012: Self-published short story collection "Suzy's Stories."

2004: Self-published short story "Hubert's Waltz."

2002: Script consultant for non-profit organization in Redding, CA.

1999: Two employee training videos for Baldwin Construction Company, Chico, CA.

1999: Small Business Association, handbook.

1999: Brochure for Rotary District 5160 Conference, Chico, CA.

1998: Four Television Public Service Announcements and one 15-minute informational video, encouraging recycling of household hazardous waste, Chico, CA.

1998: Grant Writer, Chancellor's Office planning grant for supplemental instruction for students in Project MAESTROS and Bilingual Teacher Recruitment and Preparation programs, Butte College.

1997: Commemorative video for Chico Area Recreation District, Chico, CA.

1996: Story outline given to the television series 48 Hours, filmed in 9/96.

1995: Student essay "Grandma, Do You Love Me?" included in Dr. Rawlin's textbook, The Writer's Way, CSU, Chico.

1995: Europa 10, a point-of-purchase video script.

1995: "Daddy," poem published in Watershed, the CSU, Chico literary magazine.

- 1994: "Better Days" and "The Dying," poems published in Watershed, the CSU, Chico literary magazine.
- 1994: ITGO and the Time Trains, a 30-minute children's video for the retail market, Chico, CA.
- 1994: Four videos, three of which inform teachers in the U.S. Armed Forces about techniques for "Virtual Classrooms." The fourth video is targeted at the officers in charge of implementing this new technology, Chico, CA.
- 1994: TopFlor Installation System, 15-minute employee training video, Chico, CA.
- 1994: Crystals from the Sea, a 15-minute informational/marketing video for Celtic Sea Salt, Paradise, CA.
- 1993: Pacific Oroville Power Plant, used for informational purposes in a legal trial, Oroville, CA.
- 1993: Fouts Springs Ranch, a 15-minute informational video about this juvenile facility, CA.
- 1993: Two legal videos, used in civil cases to show the extent of each client's injuries, Chico, CA.
- 1993: Four, 5-minute trigger videos for Shasta County Child Abuse Prevention Council. These videos, targeting audiences such as, educators, ministers, and parents, were used in training sessions to promote discussion of methods to prevent child abuse and/or substance abuse. Chico, CA.
- 1993: Four, 30-second television Public Service Announcements for Shasta County Child Abuse Prevention Council. Chico, CA.
- 1992: Radio Public Service Announcements for Shasta County Child Abuse Prevention Council. Chico, CA.
- 1992: Television Public Service Announcements for Shasta County Child Abuse Prevention Council. Chico, CA. I