

Ellesia Ann Blaque, Ph.D.

EDUCATION:

Ph.D. Wayne State University, African American Literature

M.A. Wayne State University, African American Literature

B.A. Temple University, English

FELLOWSHIPS: Graduate Teaching Fellowship, 2001-2005
King-Parks-Chavez Fellowship, 2002-2005
Ronald McNair Post-Baccalaureate Achievement Fellowship, 1999-2001

COMMUNITY AND ACADEMIC SERVICE

- ❖ *Student Advising* (2002-Present): provide academic and financial aid guidance to high school and college students.
- ❖ *Graduate Development and Recruiting Committee* (2008-Present): recruit literature students to attend graduate school; develop minority literature curriculum.
- ❖ *Frederick Douglass Institute Advisory Board* (2009-Present): propose, develop, and facilitate workshops on topics ranging from academic success and financial aid to historical literature for both at risk teenagers from various children's and foster homes in the region and university students.
- ❖ *Alternative School Instructor: Youth Opportunity Center* (1999-2000)
In this position, I instructed a small group of teens enrolled in an alternative school in reading, writing and research. Participants not only read nineteenth-century African American Literature, but also learned how to navigate the Internet, conduct online research, and composing a research paper using MLA style citation.
- ❖ *Computer Technician: Allegheny Alternative School* (1998-1999)
With the goal of providing Internet access and technical training to alternative school students in the North Philadelphia area, I organized and implemented a plan to construct twenty-five computers with Internet capability using discarded parts donated to the school. In addition, I composed a Beginner Tool Kit designed to introduce students to the Internet and online research.
- ❖ *Assistant Web Designer/Department of English* (1998)
In this work-study position, I designed new instruction pages and updated and/or altered existing pages for the ISLLC web site created to provide faculty members access to national teaching resources. This included, but was not limited to database design, logo alterations, and front end web design.
- ❖ *Temple Tutors: Gear-Up* (1997-2001)
Working with staff members at the North Philadelphia YMCA, I tutored and mentored children ranging in age from six to sixteen by assisting them with homework and reading assignments during after school hours in an effort to improve their reading, writing, and communication skills. In addition, I often completed the weekly payroll for the program in for Temple's Vice Provost's office.
- ❖ *Web Teaching Asst.: Young Scholars* (1997)
In this summer job I assisted two Temple University professors in facilitating a six week

course for Philadelphia teens in the areas of web design, MS Office, UNIX, Internet browsers, email, HTML, and design programs, such as Adobe PageMaker, Photoshop, and Netscape Publisher.

- ❖ *BlaqueAdemics.org* (1992-Present): provide workshops, lectures, presentations, and retreats for at risk youth and families; developed and maintain online website for minority community and students to address educational, cultural, and community needs.

PROFESSIONAL EXPERIENCE

AUG 2009 to Pres. / Asst. Professor, Africana & Ethnic Literatures: Kutztown University

In this tenure-track position I facilitate a 4/4 course load, three courses of which I have been given the liberty to design, including Ethnic American literature, the Black Novel, and Afro-Caribbean literature, all of which provide instruction on not only the characteristics of literature, but also the historical and social conditions that inspire the texts. In addition, I conduct courses in college composition, which center on the core rhetorical modes of writing and MLA citation. I am also currently serving on three departmental committees and a literary group, three university-wide advisory committees, and provide academic advising to at least 10 students per semester.

JUN 2007 to MAY 2009 / Assoc. Professor, Literature: Palm Beach State College

In this tenure-track position I facilitated multimedia courses in writing and literature, which included American Literature before and after 1865, African American Literature before and after 1900, and Introduction to Afro-Caribbean Literature, which I brought to the Eissey campus. In composition courses, the topics generated by the selected texts were utilized to expose students to the history corresponding with their specific course topics. Teaching a minimum 6/6 load did not inhibit my participation in several committees and clubs, including the Curriculum, Diversity, and Holocaust committees, as well as the chess club. During my stay at PBSC I was fortunate to provide academic advising to dozens of students, three of whom transferred to Temple University as English majors interested in pursuing a doctorate in the field and one accepted into the Temple's Fox School of Business.

OCT 2006 to MAY 2007 / Adjunct Instructor: Camden County College-Blackwood

As an Instructor for this community college I worked with remedial and first level students to reach learning outcomes appropriate for college level writing. In this capacity I was able to use technology in the classroom to improve students' reading and communication skills and broaden their respective knowledge bases to include critical analysis of literature, history, and culture through purposeful research in their preparation for first level literature courses.

MAY 2004 to AUG 2005 / Graduate Research Asst.: Wayne State University

As a research assistant I was responsible for designing an interactive, online survey targeting Wayne State's student body concerning their awareness of, participation with, and interest in Africana Studies not only in their academic experiences at the university, but also during their secondary schooling and personal lives. This included, but was not limited to, consulting with the department's Chair with regard to the logistics of the questionnaire, as well as the university's technology center to determine means of survey distribution and transmission, data receipt, processing and analysis, and database design. During the post-consult stage of the project, I was solely responsible for composing the survey's questions, receiving respondent

data, analyzing data received, and producing a final report of the findings to the department of Africana Studies for use in making future curriculum decisions and designs.

SEP 2002 to MAY 2005 / Graduate Teaching Asst.: Wayne State University

As a G.T.A., I fully facilitated courses in the Humanities, specifically, composition, African American Literature, intermediate writing, and special topics for upper level students, including Hip Hop, the Harlem Renaissance, nineteenth-century black fiction, and black drama produced during the Harlem Renaissance and the Black Arts Movement. My responsibilities included designing instructional materials for students, such as syllabi and daily lesson plans for all courses taught, issuing all grades, providing one-on-one instruction, maintaining office hours, participating in writing and teaching seminars, and acting as an academic/curriculum advisor based upon students' requests and needs.

PROFESSIONAL REFERENCES

Made available upon your request.