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February 10, 2015

To Whom It May Concern:

It is with complete enthusiasm that I am writing to support Ryan Arciero's application as a Language Arts teacher at your school. As a member of Lewis University's English Department, Director of the Writing Center, having had Ryan in Advanced Writing, and as Ryan's supervisor during his time as a tutor in the Writing Center, I hope my view and opinion of him will be beneficial to you as you evaluate his candidacy.

I first came in contact with Ryan during the Fall semester of 2010, as a member of Sigma Tau Delta, the English Honorary Society. As the Faculty Advisor at the time, I had the opportunity and pleasure to work closely with Ryan. He showed much dedication and enthusiasm for language and literature and in working with other members to create interactive events to inspire and get majors involved with the department. Every time I have seen Ryan on campus, I was always greeted with a warm and inviting smile and positive energy, which is contagious to his peers, as well as to the writers he has worked with at the Writing Center. In the Fall of 2012, Ryan became a Writing Center tutor; he brought his writing expertise as an English major and published author, and his patience, dedication, and positive attitude to become a strong tutor and employee. Ryan often showed up to shifts early and would stay late to not only help writers who came into the Writing Center and but also to work on WC-related projects, such as handouts, video promotional materials, our National Day on Writing celebration, and the WC Newsletter. Ryan always was happy to collaborate and lend his knowledge, time, and energy in helping his fellow tutors with any WC-related tasks, as well as their own writing. He is truly a model tutor and I was happy to have his energy and enthusiasm as part of our team. As a tutor, he worked one-on-one with writers of all levels in the University, from freshmen to seniors, graduate and adult students and strongly supported their writing and offered his skills and expertise to help strengthen not only the writing projects they came in with but also their writing ability and writing process in general so they could apply that new knowledge to other projects. Ryan tutored writers in face-to-face sessions, online email sessions, and real time online response sessions, showing the strong ability to adapt his teaching skills in multiple environments. He would be a wonderful addition to your school, consistently exceeding expectations, through his strong work ethic, contagious energy that would extend to his students, and dedication to helping his students become strong writers and thinkers.

Ryan also took Advanced Writing, a class that fulfills the advanced writing requirement for the English major. The course focuses on cultivating style, through the concept of written voice, and is conducted as a writing workshop, in which writers prewrite and play with subject and language possibilities, creating multiple drafts, and collaborating with their peers. Ryan was an indispensable member of the class, always coming to class prepared, enthusiastic, and actively participating in all discussion, offering critical interpretations of readings, and making key connections among texts. Additionally, all of his projects were incredibly well-organized and well-developed, showing his depth and range as a writer while being reflective of his writing and creative process. For the first project, students were asked to apply various and useful ideas about written voice that we had explored and interrogated in class by creating their own rhetorical writing situation. Ryan created a project that explored and taught the concept of written voice to high school students through creative, detailed lesson plans synthesizing the readings we focused on in class. His project showed his strength as a writer and thinker and also showed his potential as a future educator, highlighting creative and engaging ways to connect with future students, which I have no doubt he will incorporate as a Language Arts teacher. Other projects included a publishable "This I Believe" essay that he performed for our annual "This I Believe" event on campus, an imitation project in which he chose a passage from David Foster Wallace and wrote it in the voice of the EB White, and an intense revision project, using Strunk and White's revision strategies to really cultivate his own personal voice and style. Ryan put forth much effort in every single project, having created exemplary work that I will use as example models in future classes. He worked closely with his peers in our numerous workshops, offering his support, feedback, and undivided attention on their work. Often, his peers sought him out for feedback and guidance on their own work, recognizing his knowledge, talent, and dedication.

During the time I have known Ryan, he has shown much enthusiasm for learning and sharing his knowledge with others, and I have much admiration for his achievements, including his published book, his work as a tutor, and his writing and critical thinking abilities. I hope you will thoughtfully consider his application, and I look forward to seeing his success and influence as an educator. I have no doubt he will exceed all expectations.

Sincerely,

Dr. Jennifer Consilio