

Throughout my time as an educator at Michigan State University (MSU), I have taught a variety of different courses, ranging from large humanities lecture courses that fulfill university general education requirements to smaller, seminar-sized English courses. Regardless of the size of the class, I strive to find ways to dismantle hierarchies in the classroom and create space for students to set their own terms and goals. I build ongoing conversations between myself and my students to encourage them to teach and learn from one another. We work together to set goals and objectives that compliment the ones in the syllabus. I distribute anonymous assessment forms so students can tell me how I can better support their learning. I incorporate workshop days where they can engage with and provide feedback on their peers' work. Some of the most generative moments in the classroom come from creating opportunities to experiment and play. I prioritize working to discover where students find access points into the works we explore in class. Regardless of their major, students benefit from learning research methodologies related to the humanities to develop arguments and assess the legitimacy of the sources they encounter.

At MSU, I have served as an instructor for a variety of Interdisciplinary Arts and Humanities (IAH) courses, ranging from ones that focus on empire in the Mediterranean to dangerous art. I have also designed original IAH courses: one on "literature, culture, and identities" that focused on "Redefining Renaissance: from the Early Modern to the COVID-19 era" and one on "self, society, and technology" with the theme "Text and Tech: How Literature Shaped Technology, and How Technology Changed the Way we Read." In both classes, I ask students to develop digital projects in the form of a multimedia poster, website, or podcast that connects with audiences in their own fields. I currently teach ENG218: Introduction to Shakespeare, which is specifically for non-majors. In this course, I ask students to read plays from each genre and discuss them through lenses of race, gender, disability, and power. Students engage with early modern texts by participating in close reading assignments, reviewing performances, reflecting on visits to special collections, and developing their own adaptations.

I often incorporate digital tools and methods into my courses. To scaffold digital projects, I create weekly activities that ask them to analyze existing digital projects and investigate Creative Commons licenses. In "Text and Tech," I ask students to engage with AI chatbots to analyze the way they might ethically engage with this technology while developing a more concrete understanding of how this tool functions. For my Shakespeare course, I ask students to first engage with one of Shakespeare's sources—for instance, *Holinshed's Chronicles*—to explore how the way the text is written is different from what they are used to before comparing it to Shakespeare's plays. Or, I ask students to break down sonnets line by line to annotate both their technical and stylistic elements before reading them aloud to the class in the original verse and then their own words. Ultimately, I encourage students to play with the materials we encounter.

When teaching courses for students of diverse backgrounds, I strive to design activities that incorporate a wide range of skills that are applicable to a variety of situations across fields. It is important to me that students recognize how the humanities are a critical part of everyday life; even if they are not in a humanities specific field, I hope to help my students realize that being able to participate in humanistic thought is invaluable.