

Curriculum Vitae

Dr. Alexander William Young III
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Education:

PhD. – English Literature. The University of Oregon (conferred March 2012)
M.A. – English Literature. New York University (conferred January 2005)
B.A. – English Literature; Philosophy. New York University (conferred June 2002)

Teaching Experience:

Upper School English Teacher, Holy Cross High School, Waterbury, CT (July 2018 – Present)

I currently teach six sections of Upper School English at Holy Cross High School, which attends to a dynamic and diverse student body. My classes incorporate innovative as well as more traditional teaching methodologies that pivot around a student-centered, collaborative approach to learning that emphasizes education as a relevant, lived experience. Although demonstrated expertise in content knowledge is stressed, opportunities for reflection and discussion are also emphasized through student-led forums, independent projects, and opportunities to apply what is learned in a way that supports and celebrates every student's academic and personal needs. At present, I also instruct a college level first-year writing seminar to Seniors offered in conjunction with the University of Connecticut's Early College Experience Program.

Associate Faculty Lead, English Department, Post University, Waterbury, CT (September 2017 – Present)

In addition to the above position, I also teach College Writing (ENG 110) and Literature and Composition (ENG 130) at Post University. Both courses are offered online as well as on site, and both welcome and celebrate students from different backgrounds, many of whom are pursuing degrees outside the Humanities. Driven to prepare a diverse student-body become confident and competent participants in a global marketplace, my curriculum focuses on my students' intellectual growth and academic readiness as they gain competency in material that has relevance to their future professional appointments beyond graduation. As a Lead Instructor, I also mentor a cohort of English Department faculty in an administrative capacity, focusing on teacher pedagogy as a means of improving student outcomes.

Instructor, English Department, Southern New Hampshire University, Hooksett, NH (Jan. 2024 – Present)

I presently also teach Foundations of Written Communication (ENG 130) at SNHU in an online capacity. As an institution committed to fostering an inclusive and accessible learning environment, SNHU emphasizes a student-centered approach to teaching where instructors are expected to demonstrate care and compassion for every student, to never give up on a student despite their struggles, and to get to know each student as a fundamental requirement for teaching them. In light of this approach, and when it comes to my instruction, I am dedicated to putting people first, setting the right pace for each student, and always making sure to create an equitable learning environment where every student can thrive.

Upper School English Teacher, The Williams School, New London, CT (August 2013 – July 2018)

For five years, I served full-time as Upper School English Teacher at The Williams School, which offers a wide-ranging literary curriculum that focuses on close-reading, expository writing, and critical thinking.

Students read classic and contemporary fiction, engage in small and larger group discussions, and are encouraged to consider writing as much a journey as an end. I urge students to realize that good writing is a process marked not only by careful consideration but also engaged conversation and frequent revision.

Substitute Teacher; ACT Prep. Instructor and Prep. Skills Teacher, Kolbe Cathedral High School, Bridgeport, CT (October 2012 – June 2013)

For nine months, I served Kolbe Cathedral— a Catholic, co-educational urban high school – as a substitute instructor. In addition, I taught a daily ACT prep. course (or “Prep. Skills”) concentrating on vocabulary-building, reading comprehension, and essay writing for ninth and tenth graders.

SAT Test Prep. Instructor, Test Prep. Mentor, LLC, Bridgeport, CT (April – July 2013)

During my time at Kolbe Cathedral High School, I also taught a SAT prep. seminar while mentoring students supported by Shepherds, Inc. – a non-profit organization that helps at-risk inner-city students graduate high school while preparing for college-level material.

*Post-doctoral Instructor, University of Oregon, Eugene, OR:
20th Century Literature (Spring, 2012)*

An upper-division survey course of modern and postmodern literature from America, Britain, and Europe that incorporates works of prose, drama, and poetry, and which attends to philosophical, political, and cultural events that run parallel to developments in 20th century literary history.

*Graduate Teaching Fellow, University of Oregon, Eugene, OR:
Scientific, Technical, and Business Writing (Winter, 2011)*

A course that emphasizes the content, form, and style of scientific, professional, and technical writing, including reports, proposals, instructions, correspondence, and the use of graphics and documentation.

Introduction to Fiction (Taught three terms total, 2010 – 2011)

A course introducing non-majors to fiction and literary analysis within the context of British and American literature and literary history.

College Composition I, II, and III (Taught eleven terms total, 2007 – 2010; Spring, 2012)

Courses taught in critical reading, writing, and research practices that are required for all students at the University of Oregon, including ESL students. Classes were held in both computer and traditional classroom settings, and centered around the theme of what a “text” is and how it can be perceived.

Graduate Teaching Assistant, University of Oregon, Eugene, OR:

Introduction to the English Major (Taught two terms total, 2007 – 2008)

I led two discussion sections for a historical survey class for English majors covering American literature as well as British literature to 1789 (novels, autobiography, drama, and poetry).

Writing Tutor, Teaching and Learning Center, University of Oregon, Eugene, OR (2006 – 2007)

During my first year of graduate studies at UO, I worked as a writing tutor for the broader university community. This service included working with international students as well as adult learners interested in pursuing continuing education in English.

Guest Lecturer, University of Oregon, Eugene, OR:

Early American Autobiography (Spring, 2011; Winter, 2012)

American Literature through 1800 (Spring, 2010)

Introduction to Shakespeare (Winter, 2011)

English Language Arts Instructor, Riverdale Country Day School, Bronx, NY (Summer, 2000)

At the time, the Summer Bridge program served high-achieving seventh and eighth graders from lower-income families in the New York City area by giving them the opportunity and skills to compete for prep. school scholarships. Courses were taught in both creative and analytical reading and writing with a special emphasis on vocabulary building and standardized test preparation.

Music Instructor, Riverdale Country Day School, Bronx, NY (Summer, 2000)

During the Summer of 2000, I held private lessons for students interested in live bass performance (electric and upright). I prepared and mentored individual students, offered integrated feedback, and directed a small group in preparation for a live performance planned for parents and teachers.

Professional Service:

National Honor Society Advisory Member, Holy Cross High School, Waterbury, CT (Spring, 2023 – Present) I currently serve as an advisory member for Holy Cross' chapter of the National Honor Society. The role focuses on mentoring students as they take on leadership roles within Holy Cross as well as the broader Waterbury community. Society members are trained and work as mentors to younger students and strive to foster a palpable sense of both community and family within our school.

Chess Club Advisor, Holy Cross High School, Waterbury, CT (Spring, 2023 – Present)

A chess student and enthusiast, I have assumed the role of Chess Club Advisor, during which time I founded the Holy Cross Chess Club, now in its second year, which competes against other schools. The club is open to members of all levels. Lessons are offered and games lead up a school-wide single-elimination tournament. Chess has indeed caught fire among Holy Cross students, and I'm always happy to teach the game to anyone who wants to learn (even if they don't know they want to learn it yet).

Fitness Club Advisor, Holy Cross High School, Waterbury, CT (Fall, 2021 – Present)

In this role, I have merged my passion for fitness and mentoring. In Fitness Club, students learn about, consider, and then construct workout/meal plans in line with their personal fitness goals. Workouts are held twice a week in the Ross Fitness Center as well as other locations on campus. Everyone is welcome.

Professional Development Committee, Holy Cross High School, Waterbury, CT (Fall, 2018 – Present)

In serving on this committee, I have been working hard to secure opportunities for my colleagues to pursue their professional interests, and this work has promoted a stronger academic ethos and sense of purpose in our school as a whole. I am also interested in engaging in meaningful discussion that considers and implements ways to improve teaching and learning in ways that makes both relevant and attractive to young people.

Health and Fitness Center, Director, The Williams School, New London, CT (August 2016 – July 2018)

I formerly served as Director for Williams' Health and Fitness Center. In this role, I designed individualized health plans, held individual and group workout periods, observed and mentor student-directed training sessions, and kept an open dialogue with interested students on healthy eating habits as well as ways of attending to one's overall well-being.

Admissions Committee Member, The Williams School, New London, CT (Fall, 2015 – July 2018)

To gain a better grasp of the independent school admissions process, I joined the Williams School Admissions Committee in 2015. Committee members review candidate files, hold interviews with prospective students, and offer comprehensive feedback to the Director of Admissions.

Senior Project Advisor, The Williams School, New London, CT (December 2014 – July 2018)

I formerly served as faculty advisor for a small group of students working on independent projects as part of their graduation requirement. Projects were varied in scope and culminated in a 25-minute presentation where students outlined their scholarship to the broader Williams community.

Upper School Advisor, The Williams School, New London, CT (August 2014 – July 2018)

The Advisory Program ensures that each student has at least one faculty member to whom he or she can turn for support and guidance. Advisors also serve as a conduit of information between school and home, help plan their advisees' academic programs, teach each student Williams' community expectations, and actively supports his/her advisees' social, academic, and emotional challenges throughout the year.

Class Teacher, The Williams School, New London, CT (September 2013 – July 2018)

During my time at Williams, I served as both eleventh and ninth grade class teacher. Duties include supervising and helping Student Council Representatives lead class meetings, directing the class in school-wide events, and helping organize and chaperoning class social functions.

Dodgeball Club, Co-Advisor, The Williams School, New London, CT (September 2014 – July 2018)

The heading speaks for itself. Sometimes the only thing a person really wants – or needs – is to throw and/or dodge a ball. I feel strongly about this.

House Band, Music Director, The Williams School, New London, CT (September 2013 – July 2017)

Launched in September 2013, House Band is a student and faculty-sponsored ensemble at The Williams School. I served as Director.

Academic Advisor, Office of Academic Affairs, University of Oregon (June 2008 – August 2011)

Working in conjunction with the Department of English under the direction of the Director of Undergraduate Studies, I advised and outlined a comprehensive plan of study for in-coming undergraduates and transfer students at the University of Oregon.

Volunteer Work and Service:

- Volunteer, Friends of the Cyrenius H. Booth Library, Newtown, CT (Spring, 2015 – Present)
- Pedagogy, classroom, and curriculum coordinator; Teacher-training mentor, The Eldoon Foundation for the Arts, NYC, NY (June 2012 – July 2013)
- Teaching assistant and volunteer for grades 4 through 6 at The Hernando Desoto School, PS130 Manhattan (October 2012 – January 2013)
- Graduate student advisor for postdoctoral candidates, University of Oregon (Spring, 2012)
- Teaching mentor to prospective Graduate Teaching Fellows, University of Oregon (Spring, 2012; Spring, 2010)
- Symposium coordinator and panelist – “Teaching the Environment: Strategies for Educators and Advocates”, University of Oregon (Spring, 2012)
- Symposium coordinator and panelist – “Approaches to Teaching Early American Literature”, University of Oregon (Fall, 2011)

Awards:

University of Oregon:

- Rudolf Ernst Award (dissertation fellowship awarded annually to one Ph.D. candidate in the English Department)
- University of Oregon Doctoral Research Fellowship (nominated)
- Dan Kimble First Year Teaching Award

-Research Funding Grant, University of Oregon English Department

George Washington University:

-President's Award Dean List (for First Year Graduate Students Achieving Academic Excellence)

Areas of Research and Teaching Interests:

Puritan and colonial American literature
Autobiography and spiritual narrative
Theories of subjectivity and self-representation
Middle Eastern art and literature
Coaching (football, baseball, tennis, golf)

College composition and rhetoric
Creative writing
Modern and postmodern literature
Poetry, poetics, and aesthetics
Health, nutrition, strength-training

Professional Memberships and Certifications:

UConn Early College Experience (certified English instructor)
Modern Language Association
National Council of Teachers of English
International Reading Association

Publications:

“Speaking 'Somewhere Without Bounds': Approaching *Walden* as Puritan Jeremiad.” *Unbound* 1.2 (2008): 23-32
“Freezing in Decline: A Frost-Bitten Poet Contemplates the Adequacy of His Wood Pile.” *On The Square* 17.3 (Spring 2002): 124-27

Languages:

Farsi (fluent)
Spanish (conversational)

References:

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