

## Teaching Statement

All of my actions as a teacher stem from a care for my students, and this grounding has proven successful across my teaching career. I am dedicated to inclusivity and student success, and it is vital that my students feel that they are encouraged and have a mentor who will listen to them at any point in the semester. A student from one of my Fall 2019 Technical Writing courses wrote in a course evaluation, “Always a joy to come to class! From day one Mr. Measel made it known that his class was a safe space and that he would give us the respect we give him. He brought himself down to our level in the perfect way to maintain authority, but still keep us unafraid to be involved.” This is a personal success because I want all students to feel that my class is indeed a safe space for them and that they are welcome, but more so encouraged, to participate.

I have found that harnessing my affinity for performance both comes naturally to me and inspires successful teaching. I infuse teaching with a great deal of enthusiasm and joy using techniques that I am familiar with through exposure to and practice of comedy and musical performance. Students pick up on my energy when I am teaching, and benefit from the positive energy that I share with them. In his November 2017 observation of my Composition and Rhetoric course at Clemson University, Dr. David Blakesley wrote, “He was poised, knowledgeable, and humorous. He has clearly built a good rapport with his students. I was very impressed by his preparation, energy, and enthusiasm. Students clearly enjoyed learning from him.”

I see success of my teaching methods through students’ performance in their presentations. Through application of my research into musical expectation theory to the teaching of first-year writing and technical writing, I offer students the opportunity to

demonstrate pattern recognition across sound, print, and electronic media. Dr. David Blakesley wrote in his November 2017 observation of my Composition and Rhetoric course, “[Student] gives an excellent explanation of his purpose. David follows up, praising the student, and then draws a lesson from the presentation for the rest of the class. [Student] has used patterns from his genre in a form/pattern emulated in the formal development of the musical composition.”

I hope to eventually apply my research in sonic rhetorics and Kenneth Burke studies to the instruction of upper-level courses in Rhetoric and Composition. These include courses in sonic rhetorics, rhetoric and music, expectation theory, Kenneth Burke studies, theories of reduction, histories of rhetorics, and advanced persuasion. I am highly enthusiastic about all of these subjects, and will bring to them my concern for quality teaching and mentoring. Regardless of my role at the university, students and high-quality instruction are of the utmost importance. Dr. Steven B. Katz found my care for both students and instruction evident in his November 2019 observation of my Technical Writing course at Clemson University: “David’s concern for his teaching and his students is remarkable and outstanding. We’re lucky to have David teaching our students.” It’s my goal that all student and university I work with feel this way.

#### Works Cited

Blakesley, David. “Michael David Measel Teaching Observation.” 2017. Print.

Katz, Steven B. “Michael David Measel Teaching Observation.” 2019. Print.

Student 4. *ENGL 3140.010 Course Evaluation Summary: Student Comments*. 2019. Clemson University. *Clemson.edu*, <https://courseval.app.clemson.edu/?it=i>. Accessed 16 Jan 2020.