Texas State Vita

I. Academic/Professional Background

Name: Jason Coates Title: Full Professor of Instruction

Educational Background:
MFA, 2011, Texas State University, Poetry, Thesis: *Every One Hundred Years*
BA, 2007, Texas State University, Economics and Creative Writing

University Teaching Experience
Full Professor of Instruction, Texas State University, fall 2024-present
Senior Lecturer, Texas State University, fall 2012- present
Lecturer, Texas State University, summer 2011- spring 2012
Teaching Assistant (TA), Texas State University, fall 2009- spring 2011
Instructional Assistant (IA), Texas State University, fall 2008- summer 2009
Writing Center Tutor, Texas State University, summer 2010

II. Relevant Professional and Administrative Experience

Associate Director of First-Year English, fall 2026-present

i. Graduate Teaching Assistant (TA) Support
- Attend and present at annual orientation for TAs in fall and spring
- Observe one class for each second-year TAs
- Provide TAs and FYE Director with formal written feedback (observation form)
- Meet 1:1 with observed TAs to provide verbal feedback and assist with implementing any revision recommendations
- Serve as a perpetual resource and mentor for all TAs, including but not limited to Canvas site development, development/revision of in-class activities, discussions about the discipline
- Write letters of recommendation and other supporting documents for graduate assistants' scholarships and job applications

ii. Lower-Division Studies Canvas Support
- Aid in the development of sample FYE Canvas site pages and other FYE Canvas resources
- Work with FYE faculty in developing/improving their Canvas sites
- Build and update FYE asynchronous Canvas site shells, modeling best online teaching practices and accessibility standards
- Run accessibility reports on Canvas sites of faculty teaching asynchronous/synchronous online/hybrid FYE and Sophomore Literature classes
- Consult with FYE and Sophomore Literature faculty to implement revisions to meet accessibility standards

iii. Online FYE Faculty Observations

- Supervise faculty assigned to observe FYE faculty who are teaching asynchronous/synchronous online/hybrid first-year English
- Report concerns to FYE Director
- Consult with faculty to assist with implementing any revision recommendations

iv. AOP Coordinator
- Consult with faculty assigned AOP sections
- Organize and contribute to 1310 and 1320 AOP course updates
- Correspond with AOP and English administration

v. Assigned committee work
- First-year English Committee member
- Chair OXP/AOP Committee

vi. Other tasks as needed
- Ad hoc committees and meetings
- Workshops
- Correspondence

Assistant Director of First-Year English, fall 2022-spring 2026

- Observe one full class period for each second-year TA
- Provide each second-year TA feedback on their class observation (in writing and conference)
- Provide assistance and resources to TA cohort and Director of Lower-Division studies as necessary such as committee work, formal and informal meetings, workshop presentations, Canvas guidance and content creation, mentorship, etc.
- Utilize one of my courses for two observation visits by all first-year TAs, (ended fall 2024)

TA Assistant to the Director of Lower-Division Studies, fall 2010-spring 2011

- Design and produce the departmental First-Year English Syllabus
- Assist the Director of Lower-Division Studies in conducting workshops for TAs—2 in the fall and 2 in the spring
- Teach the Practicum "lab" observed by first-year TAs. Work with the Director of Lower Division Studies to coordinate Practicum and 1310 syllabi for these observations
- Collect, review, and file TAs' syllabi, assignments, and other class materials
- Provide teaching materials, class activities, and other pedagogical advice to TAs
- Answer questions and solve problems raised on a near-daily basis by TAs, related primarily to program policy, classroom management, teaching activities and strategies, writing assignments, and grading

- Mentor 5 incoming TAs—This includes observing each mentee teach once during the semester

III. Current Department Committee Service

Online Courses Committee, Chair
AOP Teaching Committee, Chair
Annual Review Committee, Member
First-Year English Committee, Member
Creative Writing Committee, Member
Sophomore Literature Committee, Member

IV. Teaching Promotions, Awards and Honors:

Promotion to Full Professor of Instruction, Fall 2024

Presidential Teaching Award Nomination, English Department, Fall 2016

Guest Speaker, Terry Foundation Annual Scholar Banquet
I was invited to be the faculty guest speaker by a former student and current president of the Texas State chapter, Juan Aguirre. I wrote and delivered a five to ten minute speech, Oct 2016.

Honorary Guest Coach, Texas State Football vs. University of Houston
As recognition to my on-going instruction of Texas State student athletes, I was invited by the Athletic Academic Center to attend a football game this fall, Sept. 2016

Non-Tenure Line Workload Release, two course release, fall 2016

Non-Tenure Line Workload Release, two course release, spring 2022

V. Other Teaching and Professional Credentials

2024-2025: Developed content and curriculum for ENG 1310 AOP, 8-week course

2024-2025: Developed content and curriculum for ENG 2360 AOP, 8-week course

2024-2025: Developed and revised curriculum for ENG 2360 correspondence course: This is a course revision for correspondence studies. I created almost entirely new content and added substantially to any content that we retained from the previous version. This was a laborious revision that included the addition of 73 audio recordings, half a dozen video recordings, and 10,000+ words of content to guide students through the course materials.

2019: Canvas Pilot to replace TRACS LMS. I spent one semester with instructional designers building a Canvas course to support a large-lecture class. I dedicate a subsequent semester running piloting Canvas in my large-lecture class. I composed a report for the Division of Information Technology based on my experiences and student surveys.

2014: Certified completion of Integrating Technology Workshop (Texas State University). This two-week workshop meets everyday, face-to-face. Faculty attend several instructional sessions and view models from previous participants. Faculty meet one-on-one with an instructional designer to plan the integration of technology in the most useful way. Faculty design several learning models and write a project plan.

2012: Completion of semester long GOLD (Guidance for Online Learning Design) program (Texas State University).
The GOLD program gives faculty a solid start on developing a quality online or hybrid (part online and part face-to-face) course. The course can be a redesign of an existing hybrid or online course or a conversion of a face-to-face course to a hybrid or online format. Faculty accepted into the program meet with an instructional designer on a regular basis during a long semester to plan and implement their course.

2011: Certified completion of Creating and Teaching an Online Course (Texas State University),
Instructors are assigned an instructional design consultant who guides their efforts as they design and develop *one online lesson* and the course components required for that lesson. Faculty complete assigned readings, view recorded presentations, participate in online discussions, and submit assignments using TRACS. Instructors build a lesson in TRACS and provide and receive feedback from peers. (Approximately 40 hours)

VI. Teaching Related Service

Veteran Voices Writing Workshop (2012-2021)
Co-created and co-directed Veteran Voices Writing Workshop. This workshop is for Texas State and local veterans. Since 2012, we've held workshops in spaces ranging from Jude Prather's office, the Veterans Services Officer for Hays County, to Tantra Coffee House. We meet for seven scheduled 1 ½ - 2 hours meetings each long semester, and we meet less frequently during the summer (15-16 total annual meetings). I provide writing and editing exercises for participants, and we discuss work written by other veterans, living and dead, from around the world. Participants share their writing projects with the group at their own discretion. The goal of the workshop is to offer a space where Texas State veterans and Hays County veterans can meet for a common goal, to use writing as tool for expression, self-reflection, catharsis, and communication.

In 2014, I guested edited *Southwest American Literature*, Spring 2014, Veteran's Issue. Doing so provided a publication opportunity for many of the veterans who attended the Veterans Voices workshop. This required many additional one-on-one meetings separate from the schedule workshop hours. The call for submissions was nationwide, so the publication collected voices from around the country, connecting Texas State and Hays County veterans to the national conversation about military experience.

VII. Teaching

2025

Fall

ENG 2360, American Literature post 1865, 141 students
ENG 2360, American Literature post 1865, 200 students
ENG 2360 AOP, American Literature post 1865, 23 students
ENG 3315, Intro Creative Writing, 10 students
US 1100, University Seminar, 20 students
US 1100, University Seminar, 24 students
Assistant Director of First-Year English (3 hours)

Spring

ENG 2360, American Literature post 1865, 155 students
ENG 2360, American Literature post 1865, 205 students
ENG 3315, Intro Creative Writing, 13 students
US 1100, University Seminar, 11 students

Other Teaching Activities

Three-week intersession: ENG 2360: American Literature post 1865
Six hours of summer school
Year-round Correspondence ENG 2360: American Literature post 1865

2024

Fall

ENG 2360, American Literature post 1865, 204 students
ENG 1310, College Writing I, 21students
ENG 1310, College Writing I, 21students
ENG 1310 AOP, College Writing I, 6 students
US 1100, University Seminar, 28 students
US 1100, University Seminar, 28 students
US 1100, University Seminar, 28 students
Assistant to Lower-Division Students (3 hours)

Spring

ENG 2360, American Literature post 1865, 98 students
ENG 2360, American Literature post 1865, 205 students
ENG 3315, Intro Creative Writing, 13 students
US 1100, University Seminar, 9 students
US 1100, University Seminar, 11 students

Other Teaching Activities

Six hours of summer school
Year-round Correspondence ENG 2360: American Literature post 1865

2023

Fall

ENG 2360, American Literature post 1865, 202 students
ENG 2360, American Literature post 1865, 202 students

ENG 1310, College Writing I, 21students
US 1100, University Seminar, 21 students
US 1100, University Seminar, 27 students
US 1100, University Seminar, 28 students
Assistant to Lower-Division Students (3 hours)

Spring
ENG 2360, American Literature post 1865, 130 students
ENG 2360, American Literature post 1865, 202 students
ENG 3315, Intro Creative Writing, 14 students
US 1100, University Seminar, 21 students

Other Teaching Activities
Six hours of summer school
Year-round Correspondence ENG 2360: American Literature post 1865

2022

Fall
ENG 2360, American Literature post 1865, 368 students
ENG 2360, American Literature post 1865, 200 students
ENG 1310, College Writing I, 21students
US 1100, University Seminar, 25 students
US 1100, University Seminar, 24 students
Assistant to Lower-Division Students (3 hours)

Spring
ENG 2360, American Literature post 1865, 200 students
ENG 2360, American Literature post 1865, 199 students
US 1100, University Seminar, 21 students
Non-tenure line course release (6 hours)

Other Teaching Activities
Six hours of summer school
Year-round Correspondence ENG 2360: American Literature post 1865

2021

Fall
ENG 2360, American Literature post 1865, 341students
ENG 3315, Introduction to Creative Writing, 15 students
ENG 3315, Introduction to Creative Writing, 14 students
US 1100, University Seminar, 24 students
US 1100, University Seminar, 23 students
Large Course Release (3 hours)

Spring
ENG 2360, American Literature post 1865, 173 students
ENG 2360, American Literature post 1865, 174 students
ENG 3315, Introduction to Creative Writing, 14 students
US 1100, University Seminar, 13 students
Large Course Release (3 hours)

Other Teaching Activities
Six hours of summer school
Year-round Correspondence ENG 2360: American Literature post 1865

2020

Fall
ENG 2360, American Literature post 1865, 200 students
ENG 2360, American Literature post 1865, 359 students
ENG 2360, American Literature post 1865, 197 students
ENG 3315, Introduction to Creative Writing,15 students
US 1100, University Seminar, 22 students
US 1100, University Seminar, 23students

Spring
ENG 2360, American Literature post 1865, 155 students
ENG 3315, Introduction to Creative Writing, 15 students
ENG 3315, Introduction to Creative Writing, 14 students
Large Course Release (3 hours)

Other Teaching Activities
Six hours of summer school
Veteran Voices Writing Workshop
Year-round Correspondence ENG 2360: American Literature post 1865

2019

Fall
ENG 2360, American Literature post 1865, 140 students
ENG 2360, American Literature post 1865, 347 students
ENG 3315, Introduction to Creative Writing,15 students
ENG 1310, Composition I, 21 students

Spring
ENG 2350, American Literature post 1865, 199 students
ENG 2360, American Literature post 1865, 197 students
ENG 3315, Introduction to Creative Writing, 13 students
ENG 1320, Composition II, 20 students

Other Teaching Activities
Six hours of summer school
Veteran Voices Writing Workshop
Year-round Correspondence ENG 2360: American Literature post 1865

2018

Fall
ENG 2350, American Literature post 1865, 186 students
ENG 2360, American Literature post 1865, 380 students
ENG 3315, Introduction to Creative Writing, 14 students
Large Course Release (3 hours)

Spring
ENG 2350, American Literature post 1865, 237 students

ENG 2360, American Literature post 1865, 184 students
ENG 3315, Introduction to Creative Writing, 14 students
Large Course Release (3 hours)

Other Teaching Activities
Six hours of summer school
Veteran Voices Writing Workshop
Year-round Correspondence ENG 2360: American Literature post 1865

2017

Fall
ENG 2350, American Literature post 1865, 165 students
ENG 2360, American Literature post 1865, 325 students
ENG 3315, Introduction to Creative Writing, 15 students
ENG 3315, Introduction to Creative Writing, 13 students

Spring
ENG 3349, Advanced Poetry Workshop, 16 students
ENG 2360, American Literature post 1865, 382 students
ENG 1310, (Hybrid), College Writing I, 21 students
ENG 1310, (Hybrid), College Writing I, 21 students

Other Teaching Activities
Six hours of summer school
Veteran Voices Writing Workshop
Year-round Correspondence ENG 2360: American Literature post 1865

2016

Fall
ENG 3315, Introduction to Creative Writing, 16 students
ENG 2360, American Literature post 1865, 395 students
Nontenure Line Workload Release (6 hours)

Spring
ENG 3315, Introduction to Creative Writing, 11 students
ENG 2360, American Literature post 1865, 201 students
ENG 2360, American Literature post 1865, 204 students
Large Course Release (3 hours)

Other Teaching Activities
Six hours of summer school
Veteran Voices Writing Workshop
Year-round Correspondence ENG 2360: American Literature post 1865

2015

Fall

ENG 3315, Introduction to Creative Writing, 12 students

ENG 2360, American Literature post 1865, 203 students

ENG 1310, (Hybrid), College Writing I, 17 students

ENG 1310, (Hybrid), College Writing I, 19 students

Spring

ENG 3315, Introduction to Creative Writing, 13 students

ENG 2360, American Literature post 1865, 195 students

ENG 1310, (Hybrid), College Writing I, 16 students

ENG 1310, (Hybrid), College Writing I, 13 students

Other Teaching Activities

Six hours of summer school
Veteran Voices Writing Workshop
Year-round Correspondence ENG 2360: American Literature post 1865

2014

Fall

ENG 1310 (Hybrid), College Writing I, 16 students

ENG 1310 (Hybrid), College Writing I, 18 students

ENG 3315, Introduction to Creative Writing, 18 students
ENG 2360, American Literature post 1865, 200 students

Spring

ENG 1310, (Hybrid), College Writing I, 18 students

ENG 1310, (Hybrid), College Writing I, 20 students

ENG 3315, Introduction to Creative Writing, 19 students

ENG 3343, Special Topic: T.S. Eliot, 22 students

Other Teaching Activities

Two sections of University Seminar, fall
Six hours of summer school
Veteran Voices Writing Workshop
In November 2014, I started grading assignments for Correspondence ENG 2360, American Literature post 1865
Writing workshop instructor for the Hill Country Veterans' Weekend Retreat. This year's retreat was at University Camp, Nov. 7-9. I facilitated a two-hour session focused on writing exercises that utilized the facility’s natural setting as place for participants to be self-reflective.

Teaching Related Presentations

Presenter: NCTE (National Council of Teachers of English) conference.

The panel highlighted the Texas State English Department's 1310 hybrid course model. My presentation focused on using technology to flip the classroom to increase student accountability and improve the sense of class community, Nov. 2014

Faculty Presenter: Technology Integration Video-Conference offered by ITS, Nov. 2014
This presentation demonstrated the implementation of TRACS forums as method to support course goals such as getting students to think (brainstorm) about content before they come to class, help students gain confidence to speak about content in class, help students recognize their experiences and ideas are relevant to the course content (engage them), provide practice for supporting claims (paragraph structure), etc. This presentation also highlighted forums as a way to create class community and improve student attendance online.

Faculty Presenter: Hybrid Course Strategies Workshop offered by ITS, July 2014
As a former participant in this workshop, I presented my hybrid course model and alignment strategies to the current workshop participants. I offered advice for establishing norms and content delivery in a hybrid setting. I also expressed the challenges I faced and answered any questions.

2013

Fall

ENG 1310 (Hybrid), College Writing I, 20 students

ENG 1310 (Hybrid), College Writing I, 20 students

ENG 3315, Introduction to Creative Writing, 18 students

ENG 3347, American Poetry, 25 students

Spring

ENG 1310, (Hybrid), College Writing I, 17 students

ENG 1320, College Writing II, 18 students

ENG 1320, College Writing II, 19 students

ENG 2310, British Literature before 1785, 194 students

Other Teaching Activities
One section of University Seminar out of Load
Six hours of summer school
Veteran Voices Writing Workshop
Writing workshop instructor at the two-day Hill Country Veteran's retreat, University Camp, Nov. 2013. I facilitated a two-hour session focused on writing exercises that utilized the facility's natural setting as place for participants to be self-reflective.

Teaching related Presentations
With Caitlin McCrory, I led a panel at the Coastal Plains Conference hosted by the University of Houston. The panel included Texas State undergraduate and graduate students presenting on writing center practices. My part in the

panel focused on engaging student military veterans with small group creative writing instruction.

Faculty Presenter: Hybrid Course Strategies Workshop offered by ITS, July 2013
As a former participant in this workshop, I presented my hybrid course model and alignment strategies to the current workshop participants. I offered advice for establishing norms and content delivery in a hybrid setting. I also expressed the challenges I faced and answered any questions.

2012

Fall

ENG 1310 Freshman Composition
ENG 1310 Freshman Composition
ENG 2310 British Literature before 1785
ENG 3315 Introduction to Creative Writing

Spring

ENG 1320 Freshman Composition 2
ENG 1320 Freshman Composition 2
ENG 1320 Freshman Composition 2
ENG 2310 British Literature before 1785

Other Teaching Activities
One section of University Seminar, fall
Veteran Voices Writing Workshop

2011

Fall

ENG 1310, Comp I, 20 students
ENG 1310, Comp I, 21 students
ENG 1320, Comp II 20 students
ENG 1320, Comp II 21 students

Other Teaching Activities
One section of University Seminar, fall
Three hours of summer school

VIII. Teaching Overview

Courses Taught

US 1100 (University Seminar)
ENG 1310 (Freshman Composition I)
ENG 1310 (Freshman Composition I Hybrid)

ENG 1320 (Freshman Composition II)
ENG 2310 (British Literature before 1775)
ENG 2360 (American Literature after 1865)
ENG 3315 (Introduction to Creative Writing)
ENG 3343 (Interdisciplinary Approaches to T.S. Eliot)
ENG 3347 (American Poetry)
ENG 3349 (Poetry Writing Workshop) Spring 2017

Courses Prepared and Curriculum Developed
ENG 1310—Designed and delivered AOP, 8-weeks course
ENG 1310 (Hybrid)— developed course in 50/50 format
ENG 1310— prepared syllabus for an already existing course
ENG 1320— prepared syllabus for an already existing course
ENG 2310— prepared syllabus for an already existing course
ENG 2360—designed and delivered AOP, 8-weeks course
ENG 2360—developed online curriculum for the Department of correspondence studies (Texas State University).
ENG 2360—developed hybrid course content and syllabus
ENG 2360— prepared syllabus for an already existing course
ENG 3315— prepared syllabus for an already existing course
ENG 3349— prepared syllabus for an already existing course
ENG 3343— developed curriculum for Interdisciplinary Approaches to T.S. Eliot