

Department of English
Georgia State University
P. O. Box 3970
Atlanta, GA 30302-3970

October 29, 2009

As the former Director of Graduate Studies in English, and a professor of Southern Literature at Georgia State University, I have known Karey Perkins for twelve years. I admitted her to our Ph.D. program, advised her, taught her in two courses, and am directing her dissertation on Walker Percy. Karey has taught full-time as a Professor of English and Philosophy at DeVry University at the same time she attended GSU, working on an interdisciplinary degree in English and Philosophy. She passed doctoral exams in both fields with high marks, and her many responsibilities at DeVry have not deterred her from excelling at GSU as her A average attests.

Her primary area of specialization is Contemporary American Literature, including Southern literature, with an emphasis in semiotics, philosophy, and especially, theology in literature, but she is qualified and competent to teach a wide range of courses in writing and literature. Her interdisciplinary teaching duties at DeVry have extended her range as a teacher, making her a strong generalist.

Karey's dissertation, *Walker Percy and the Semiotic to the Fabric of Life: The Magic of Naming*, is based on a rock-solid reading of Percy's fiction and non-fiction prose in a way that advances the study of the ideas he derived from his deep readings in 19th and 20th century philosophy, psychology, and theology. The influence of the American philosopher C. S. Peirce is especially important. In addition to being a National Book Award winning author of fiction, Percy is revealed in Karey's work as a complex thinker who sifted ideas from many fields into his highly-regarded novels. Karey's dissertation is an interesting and important project that meaningfully crosses disciplinary lines in pursuit of Percy's influences and allusions. She utilizes her abilities in literary analysis, critical theory, and philosophy especially to explore in Percy's texts a widespread use of number symbolism, a method which she calls "ArithmeCrit." She then examines Walker Percy's application of semiotics in his philosophical essays and discovers that, in a major career shift, he uses a number symbolism corresponding to his semiotics in his last three novels. Karey has turned in to me a full draft of this dissertation, which I am now reading, and I hope to have as my co-readers a professor of philosophy who has written on Percy and a professor of mathematics who is widely read in philosophy and theology and has a deep interest in Walker Percy's work.

Karey was also a student in my Doctoral Colloquium class in which graduate students transform one of their academic papers, through writing workshops, into a conference paper for presentation at the final colloquium conference as well as for conferences outside the university. Her colloquium paper, "The Mariner in the Mirror: The Irony of Death in Coleridge's *Rime*," was well-received and also accepted to the Coleridge Summer Conference in England. She found the colloquium experience so valuable and helpful to her own development that she transported it to her own university, creating a similar

workshop/colloquium for her colleagues there. Her Faculty Forum project at DeVry showed her leadership, organization, and teamwork qualities as well as how she values and inspires scholarship and critical thinking.

Karey would be an asset to any college, especially one that values growth and development. She is dedicated, creative, and enthusiastic in her professional and intellectual endeavors, yet also practically-minded and a team player with colleagues within and outside her department. I am happy to recommend Karey to your institution. Please feel free to contact me for additional information or with any questions.

Sincerely,

Dr. Thomas McHaney
Kenneth M. England Professor of Southern Literature Emeritus
tmchaney@gsu.edu
404-378-2319

Letter of Recommendation For Karey Perkins

I would like to recommend Karey Perkins for a position as Assistant Professor at your institution. I know her as a former graduate student who took my Late British Romantic Literature seminar in Spring 1997 and then the Early British Romantic Literature seminar in Fall 1998, receiving only A's in both classes. I was particularly impressed by her work in the second class, for her final paper on Coleridge was selected for the department's doctoral colloquia where only unusually exemplary ones are presented. This was an honor awarded to few graduate students.

What is even more impressive to me now is that her revised version of this paper was selected to be delivered at the Coleridge Summer Conference in Somerset, England, in 2002. I should explain the nature of this conference, which usually accompanies the Wordsworth Summer Conference nearby. Both conferences were begun in the early 1970s. Those delivering papers, as well as those in the audience, are promising new Romantics scholars from Britain and the United States, and also the most prominent critics in the field. They are genuinely collegial conferences.

I see by her curriculum vitae that she is a specialist now in American literature, particularly twentieth-century Southern American literature. I am sure that the originality and literary skills that she showed in my classes will bear fruit here as well. She is an extraordinarily well-qualified applicant for any Assistant Professor position, with many years of teaching experience in a wide variety of literature, religion, and composition courses and a strong record of academic presentations at international conferences. These papers would be a promising basis for possible future publications. I strongly recommend Karey Perkins for your advertised position.

Dr. Christine Gallant
Professor of English
Georgia State University
Atlanta, Georgia

MEMO

TO: Karey Perkins
FROM: Tanya Bennett
DATE: Feb. 17, 2011
RE: Class Observation

I visited Karey's English 1101 class at 2:20 on February 17, 2011, in room 212 B Dunlap Hall. When Karey finished calling roll, she directed students the topic for the day: development in the essay. She began by asked the class to remind her of the "Five Qualities of Good Writing." She put this phrase on the white board and listed the qualities as students named them: unity, development, coherence, mechanics, and style.

Today, she said, we would be focusing on development. Karey had already pulled up on the computer screen a document about *development*. She called on a particular student to read the description of development on the document. She noted, following up, that one way to develop is to "show rather than tell." She then scrolled down on her document and had a different student read the description of the "show, don't tell" technique. Karey wrote on the board two continuums, *general to specific* and *abstract to concrete*. She told the class that they needed to be on the specific and concrete end of those lines. She stated that the key was providing concrete details, details that reflect sensory experience.

To illustrate, she wrote on the board the word "food." Then she asked a student what he had eaten for lunch. As the young man began to describe the wrap he'd eaten, Karey asked questions to increase the detail: "What kind of turkey—smoked?" and "What sort of lettuce? Romaine?" The students were entertained by this exercise, laughing several times at the passion of the student in describing his lunch. Karey noted, at the end of the exchange, that the description could still be made even more specific.

Karey next looked at some examples on her projected document of how one could move from the abstract to the specific. She had a student read this section including the examples given. The she had five different students take an example each and develop an abstract idea by giving specific detail. One young man took the statement that "Gina has many hobbies," and described Gina's penchant for practicing her shooting skills on the firing range.

Finally, Karey assigned each student his/her own sentence to develop from the abstract to the specific. She told students to write their answers and then be ready to read them aloud to the class. Afterward, she would be taking them up.

Karey kept the students on task, and had almost everyone speak while I was there. She is good at handling moments when the students erupt into small-group chatter, as well. She does not get upset, but speaks loudly, and in a friendly tone, to redirect them. She seems fine with their responding to each other as long as it's temporary and she gets their attention back quickly.

March 12, 2010

To whom it may concern,

For more than three years, Karey Perkins has done a terrific job assisting us in producing our policy school's news magazine, *The Briefing*, editing the annual report, and creating marketing materials for Andrew Young School conferences. She has demonstrated a fine ear for writing and editing our copy, the nature of which has required her to quickly understand complex economic concepts and terms and translate them for a general readership.

Karey jumps into her story assignments with great interest and minimal oversight, and she normally turns her drafts in ahead of deadline. Language and grammar are the cornerstones of her career; her ease around the written word quite evident.

I think you would be lucky to have a writer like Karey on your staff. I hate that we have to let this very talented GRA go, but would be delighted to see her stamp on your publications.

Best regards,

Jennifer Giarratano
PR Specialist
Andrew Young School of Policy Studies
Georgia State University
W: 404-413-0028
H: 404-373-0519
W: prcifg@langate.gsu.edu
H: thisdawghunts@gmail.com



Georgia

Alpharetta Campus
2555 Northwinds
Parkway
Alpharetta
Georgia 30004-2232
770-521-4900
800-221-4771
www.devry.edu

To Whom It May Concern:

This letter is to recommend Karey Perkins.

I have had the opportunity to observe Karey Perkins teach on several occasions. She achieves rapport with her students quickly and sets a positive tone for the class and the work to come. She has a thorough command of the material and conveys that to her students in an organized, in-depth, and entertaining manner. She uses many real-life, relevant, and practical examples to illustrate her topic. The students are engaged and involved in her classes. Her use of the white board and her electronic resources, including her own web site, are impressive. Karey is capable of demonstrating firmness of purpose and discipline while everyone enjoys well-placed and appropriate humor. She frequently associates the material to topics relevant to the students. Her enthusiasm for her subject and her command of the material is matched only by her regard for her students.

Karey is a serious and competent professional who remains open to colleagues and students. I am pleased to recommend someone with her qualifications and experience to a prospective employer.

Sincerely,

C. Howard Grimes, Ph.D.
Associate Registrar
Professor, Arts and Sciences
DeVry University, Alpharetta
2555 Northwinds Parkway
Alpharetta, GA 30004
hgrimes@devry.edu

CLASSROOM TEACHING OBSERVATION SUMMARY
for
PROFESSOR KAREY PERKINS
Reviewed: September 16, 2009, for year 2008-2009

CLASS OBSERVED: ENGLISH 112 – BEGINNING COMPOSITION

Overall, the classroom observation conducted on September 16, 2009, was outstanding. This is not a surprise because of the many classroom visits done in the past, Karey's performance has always been consistently well done. Karey continues to be an energetic, enthusiastic creative instructor in the classroom. I was impressed with her knowledge of the subject matter and the methods used in presenting the material to the students. During the visit, I was also impressed with Karey's interactive methods with the students keeping them active in the learning process.

For this evaluation period, all I can say is "a job well done." I further recommend that Karey just keep doing what she is doing and found successful, with the intent of always growing and learning new ways to keep the material being taught "alive" in the classroom for both the students and for her.

Reviewer:
ROBERT KETTEL
Associate Dean of Arts and Sciences
DeVry University
2555 Northwinds Parkway
Alpharetta, GA 30004

CLASSROOM TEACHING OBSERVATION SUMMARY
for
PROFESSOR KAREY PERKINS
Review year: 2007-2008

CLASS OBSERVED: ENGL 135 – ADVANCED COMPOSITION

I visited Karey's English 135 class, and although small, the students were engaged in the learning process. Karey appeared well prepared and set immediate goals to be accomplished this day for the class. The goals also included on-line assignments and the main topic for the day was plagiarism. It was obvious that Karey had spent a lot of time putting the exercise and the presentation together and that it was important to her to convey the importance of this topic to the students. She accomplished her task and she stuck to her established schedule for the day. Her overall teaching style appeared to be very effective and various teaching methods were used (lecture, PowerPoint, test examples, group discussion, and written work). Once again, the students were engaged in the learning process.

I was also impressed with the patience Karey demonstrated while the students dealt with this complex issue and task.

Overall, I think Karey is a very talented professor and does a good job in the classroom. The University should be pleased to have her on their staff.

Reviewer:

ROBERT KETTEL
Associate Dean of Arts and Sciences
DeVry University
2555 Northwinds Parkway
Alpharetta, GA 30004



Course Observation Form Assuring Effective Teaching in Accelerated Courses

Instructor Karen Perkins Course ENGL 112 Center ALPHA Room _____
 No. of Students 8 Observer Kettel Date of Onsite Observation 9-16-09
 Dates of Online Observations: #1 _____ #2 _____
 Topic(s) Covered TOPIC EXPANSION TO BROADEN UNDERSTANDING
 Classroom Environment: Temperature _____ Lighting _____ AV Equipment _____
 Other _____

Onsite Component of Course (Please assign a rating using excellent = 4; good = 3; fair = 2; poor = 1)	
Characteristic	Comments
Interaction: (questioning strategy, probing for understanding, use of student names, involves all students, thought-provoking) X 4 3 2 1	INTERACT WELL WITH STUDENTS; CONTROL
Presentation: (organization, clarity, summarizes development of theories and concepts, reference to prior and future weeks' topics, concrete examples) X 4 3 2 1	EXERCISE WAS WELL ORGANIZED W/SPECIFIC PURPOSE
Homework Review: (proactive or reactive, teaching vs. answer-giving, calls on students) 4 3 2 1	
Classroom Management: (in control, use of board and other audio-visual, comfortable pace, handles student questions well) X 4 3 2 1	TOTAL CONTROL - WELL PLANNED
Vitality: (energy, enthusiasm, movement, volume, eye contact, humor, connectedness, etc.) X 4 3 2 1	VITALITY WAS GREAT - MOVED AROUND CLASSROOM
Student Participation: (interactive, active vs. passive, interested vs. bored, volunteer, prepared, enthusiastic) X 4 3 2 1	EXERCISE INVOLVED EVERYONE
Professionalism: (appearance, demeanor, respect for students, fair, role-model, responsive, degree of preparedness) X 4 3 2 1	EXCELLENT
Practical Linkages: (relevant examples, practical insights, "insider tricks of the trade," appropriate applications, integration with other functional areas) X 4 3 2 1	READY WORKED WITH STUDENTS
Rigor: (appropriate level of rigor for course level; graduate/undergraduate) X 4 3 2 1	APPROPRIATE

Strengths: PREPARED; CONTROL OF EXERCISE; KNEW WHERE SHE WANTED TO TAKE STUDENTS

Opportunities for Improvement: ON THIS VISIT - NONE

Action Plan: (Please be specific in listing expectations)

1. CONTINUE TO FIND NEW WAYS TO INVOLVE STUDENTS
2. KEEP CLASS MOVING
3. _____

Onsite Observation Rating 4.0 (i.e., 3.15 ... 4 excellent; 1 poor)

Date entered into AQA _____

