

## **Ji Eun (Jennifer) Kim**

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### **EDUCATION**

#### **Columbia University                      Sep 2009 – Feb 2012**

Master in Fine Arts, concentration in Fiction. Thesis advisors: Donald Antrim, Ed Park. Thesis readers: Gary Shteyngart, Stacey D'Erasmus. Member of Our Word: Columbia Writers of Color.

#### **Rhodes College                              Aug 2001 – May 2005**

Bachelor of Arts, Political Science. Minor in Religious Studies. Student representative to the Dean's Council in Rhodes Student Government, 2003-2004. Rhodes Service Scholar, 2001-2005.

### **SKILLS**

Microsoft Office

Canvas

Typing WPM: 75

Bilingual – English & Korean

### **WORK EXPERIENCE**

#### **University of Alabama in Huntsville                      Huntsville, Alabama    August 2019 – Present**

##### **Part-time Lecturer**

- Fall 2019 – EH102: College Writing II
- Spring 2020 – EH211: Introduction to Creative Writing
- Fall 2020 – EH102: College Writing II (two sections)
- Spring 2021 – EH102: College Writing II (two sections)
- Fall 2021 – EH101: Introduction to College Writing (three sections)
- Spring 2022 – EH102: College Writing II (two sections); EH211: Introduction to Creative Writing (one section) [pending; offer accepted]

#### **Chungdahm Learning – Seocho Branch                      Seoul, South Korea    Sep 2016 – Jan 2019**

##### **Native English Instructor**

- Taught English writing, reading comprehension, listening, and speaking to ESL Korean students – high elementary to high middle school.
- Managed and developed Gifted Masters Debate/Composition program. Created 13-week lesson plans and taught bilingual students various composition writing styles as well as debate and public speaking skills.
- Proctored standardized English level up tests once every three months to students.
- Mentored new teachers on classroom management, teaching methodology, and leadership skills.
- Provided translation and interpretation between Korean staff and English speaking teachers.

**Seoul National University                      Seoul, South Korea                      Sep 2015 – Sep 2016**  
**Language Education Institute TEPS Center Full-time Researcher**

- Developed, researched, and wrote test items for Seoul National University's English proficiency test.
- Proofread and edited test sections for publication.
- Proctored audio recording sessions for listening comprehension sections for accuracy and quality.

**Spider Learning Inc.                      Upper Saint Clair, Pennsylvania                      Jan 2015 – Feb 2015**  
**Freelance Content Developer (Telecommute)**

- Developed original interactive video scripts to introduce lessons to middle school students.
- Closely followed unit objectives and standards to create high quality content with assessment questions throughout the video.
- Followed strict public domain laws to produce high quality legal content.

**Chungdahm Learning – Seocho Branch                      Seoul, South Korea                      June 2011 – Feb 2014**  
**Native English Instructor**

- Taught English writing, reading comprehension, listening, and speaking to ESL Korean students – high elementary to high middle school.
- Directed and taught Gifted Masters Reading program. Taught bilingual students how to examine and analyze classic English literature and how to write a successful standard five paragraph academic essay.
- Proctored standardized English level up tests once every three months to students.
- Mentored new teachers on classroom management, teaching methodology, and leadership skills.
- Provided translation and interpretation between Korean staff and English speaking teachers.

**The School at Columbia                      New York City, New York                      Sep 2010 – May 2011**  
**Fiction Workshop Coordinator and Co-teacher**

- Organized and co-taught an afterschool fiction workshop program for middle school students.
- Created original lesson plans and led workshops on foundations of creative writing

**Teach for America                      Oakland, California                      June 2005 – June 2007**  
**Non Severely Disabled High School Special Education Teacher**

- Taught 60+ students with a 15+ person caseload.
- Coordinated and developed semester-long lesson plans and long term goals for students with mental retardation, learning disabilities, and emotional disturbance.
- Managed 15+ IEP's (Individual Education Plans) for each student in caseload while working extensively with parents and administrators to make sure students got the best possible learning environment and experience.

## Satire & “A Modest Proposal” by Jonathan Swift – Funny pages 113 - 120

This week’s humor sub-topic will focus on satire.

*Satire: a work or piece holding up human vices and follies to ridicule or scorn; sharp wit, irony, or sarcasm used to expose and discredit vice or folly.*

(Merriam-Webster.com)

Successful satire is a mirror that humans flinch at when they look at the reflection or the background.

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### **Jonathan Swift, The Irish-English Thanos?**

Quick historical context:

Swift was a member of the Anglo-Irish colonial ruling class -- complicit in oppressing the Catholic Irish population within a Protestant English government in Ireland.

Born and raised in Dublin, Swift had a complicated relationship with his Irish and English heritage.

“A Modest Proposal” was written in 1729, a time in Swift’s life when he was actively involved in Irish politics.

(Britannica.com & Sparknotes.com)

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While Swift’s tone is earnest and methodical throughout his treatise, he offers an unusual solution for the overpopulation of Irish children living in abject poverty.

Carefully consider the mode of persuasion Swift uses in the beginning of his essay to hook the reader. He presents a problem that many Englishmen can relate to, and the inferred positive outlook for a solution is quite tempting.

Critically analyze Swift’s language after he presents the thesis/solution. Consider how the introduction actually lessens the shock of the proposed thesis.

Swift introduces 6 arguments as to why his solution is the most amiable for all parties involved.

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What moral counterargument is blatantly missing? How is the imagined reality of Swift’s solution possibly not much different than the reality facing the Irish under English rule?