



THE FLORIDA STATE UNIVERSITY
COLLEGE OF ARTS & SCIENCES
Department of English

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Peer Mentoring Letter for Kristy Cherry-Randle:

In the fall term of 2017, I had the pleasure of working alongside Kristy Cherry-Randle as her mentor in the College Composition Program at Florida State University. Kristy, with her excitement and energetic nature, proved herself to be an invaluable member of our mentoring community. Demonstrated through her active participation within our mentoring group and during my observation of her course, Kristy has the work ethic and passion to become an excellent teacher.

Kristy is a teacher who constantly reassesses her students' learning in order to meet them where they are. She is a teacher who values access, adaptability, and support. I observed Kristy teach her freshmen-level composition course near the end of October in 2017. This particular lesson was to help students develop and narrow their research topics for their upcoming assignment. While students were filtering into the classroom, Kristy had a "Do it Now" Exercise posted on the board that the students answered on notecards. This exercise in particular asked students to identify issues they were having with their paper and questions they needed answered in order to move forward. Even early in the morning, Kristy had high energy; she walked back and forth to engage with students across the room, and she set a clear expectation for how the class would be structured. As she answered students' questions on the notecards, she brought other students into the discussion, which created a social constructionist atmosphere.

The lesson for the day focused on writing effective thesis statements. Kristy presented very clear guidelines for what a thesis statement should look like; however, she also prompted these guidelines with the reminder that the thesis statement isn't going to be perfect the first time around, that process writing and revision is also part of this work. She also compared the thesis statement in the research paper genre to how theses were used in their narrative essays, which gave students a ground to stand on since they had just finished their narratives. Kristy has established an intimate group setting in her classroom, and the students seemed comfortable with each other. This led into the ability for students to help one another create and refine their research topics.

As a peer, Kristy was often the first to offer her own experiences as a point of discussion and the first to offer support to others. She was an integral part of building our generative and collaborative learning space. Besides offering her own support and guidance, Kristy was eager to learn; we often had in-depth conversations outside of our mentor meetings about curriculum development, reflection, and assessment. Kristy is an individual that others want on their team, and in any professional setting in which Kristy finds herself in the future, I am confident that she will add tremendous value.

Sincerely,

Katelyn Stark
College Composition Program Mentor
Florida State University