

CURRICULUM VITA

George E. Newell

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Education

Stanford University, School of Education, Ph.D. in Education, (Programs in Writing, Reading and Language), Minor: Linguistics, February 1983. Dissertation: *Learning from Writing in Two Content Areas: A Case Study/Protocol Analysis*.

University of Pittsburgh, School of Education, M.Ed. (Language Communications), April, 1978.

St. Vincent College, Latrobe, Pennsylvania, B.A. with honors (English Literature), May, 1973.

Academic Positions

Professor (2000-present), Department of Teaching and Learning, The Ohio State University.

Associate Professor (with tenure) (1991-1999), Department of Educational Studies, The Ohio State University.

Assistant Professor (1989-1991), Department of Educational Studies, The Ohio State University.

Associate Professor (with tenure) (1989), Department of Curriculum and Instruction, University of Kentucky.

Assistant Professor (1983-1989), Department of Curriculum and Instruction, University of Kentucky.

Research Interests

Research interests include investigations of how literacy practices and related cognitive and linguistic processes vary across situations and contexts, especially in English language arts classrooms; examining the kinds of instructional support provided in undertaking those practices; and assessing the understandings and learning that result. Other projects employ activity theory to conduct longitudinal case studies of the development and support of early career English teachers. Currently, I am collaborating with Dr. David Bloome, Dr. Alan Hirvela and Dr. Tzu-Jung Lin on an Institute of Education Sciences (IES) grant titled "Teaching and Learning Literature-Related Argumentative Writing in High School English Language Arts Classrooms"

with research funding through Education Research Grants (Effective Teachers and Effective Teaching; CFDA Number: 84.305A), a Goal Two: Development and Innovation research project.

Teaching Responsibilities

English Education Master of Education (M.Ed.) Program

Teaching Writing in the Secondary School

Teaching Literature in the Secondary School

Reflective Inquiry on Pedagogy with Prospective Teachers

Master of Arts (MA) Program and Doctoral Program (Adolescent, Post-Secondary, and Community Literacies)

Teaching Writing in the Secondary School

Research and Theory in Written Composition

Sociocultural Studies of Teaching and Teacher Education

Research and Theory on Adolescent, Post-Secondary, and Community Literacies

Research on Teaching and Learning Argumentation and Argumentative Writing in the Content Areas

Theorizing Research on Teaching and Learning in Classrooms

Previous Experience

Lecturer, The University of Texas at El Paso, August, 1982-May, 1983. Courses taught included: English Expository Writing and Research and Critical Writing

Research Assistant, National Study of Secondary School Writing, Stanford University, September, 1980-June, 1982.

Teaching Fellow, Stanford University, summer quarters 1980 and 1981. Course taught: Curriculum and Instruction in English.

Supervisor, Stanford Teacher Education program, Stanford University, June, 1979-June, 1980. Responsibilities included assisting professor with instruction, supervising and evaluating six student teachers, and teaching a microteaching class.

Ninth Grade English Teacher, West Jefferson Hills School District, Pittsburgh, Pennsylvania, 1974-1978.

Research and Scholarly Activity

Refereed Articles

Newell, G.E., Bloome D., Kim, M-Y & Goff, B. (2018). Shifting Epistemologies during Instructional Conversations about “Good” Argumentative Writing in a High School English Language Arts Classroom. *Reading and Writing: An Interdisciplinary Journal*. <https://doi.org/10.1007/s11145-018-9905-y>

Weyand, L., Brent G. & Newell, G.E. (2018). Social Construction of Warranted Evidence for Teaching and Learning Argumentative Writing in Two High School English Language Arts Classrooms: A Microethnographic Study. *Journal of Literacy Research*. 50 (1) 97-122.

Newell, G.E., VanDerHeide, J. & Wynhoff Olsen, A. (2014) High school English language arts teachers’ argumentative epistemologies for teaching writing. *Research in the Teaching of English*. 49, 95-119.

VanDerHeide, J. & Newell, G.E. (2013). Instructional chains as a method for examining the teaching and learning of argumentative writing in classrooms. *Written Communication*. 30(3), 300– 329.

Newell, G.E, Beach R., Smith, J. & VanDerHeide, J. (2011) Teaching and Learning Argumentative Reading and Writing: A Review of Research. *Reading Research Quarterly*. 46(3), 273–304.

Newell, G.E. & Connors, S. (2011). " 'Why do you think that?' A supervisor's mediation of a preservice teacher's understanding of instructional scaffolding. *English Education*. 43(3), 225-261.

Clark, C.T., Blackburn, M.V. & Newell, G.E. (2010). From chasm to conversation: Bridging divides in research on adolescent literacies. *Reading Research Quarterly*. 45, 116-127.

Newell, G. E. Tallman, L. & Letcher M. (2009) A longitudinal study of consequential transitions in the teaching of literature. *Research in the Teaching of English*. 44, 89-126.

Newell, G.E. & Hartoin, K. (2001). A framework for teaching writing and literature: Instructional scaffolding as a principled approach to teaching secondary English. *Ohio Journal of English Language Arts*. Spring Issue.

Newell, G.E., Gingrich, R., & Beumer Johnson, A. (2001). Considering the contexts for appropriating theoretical and practical tools for teaching middle and secondary English. *Research in the Teaching of English*. 35, 302-343.

- Newell, G. E. & Sweet, M. (1999). "Headed into more and more important things": Transforming a world literature curriculum in an urban high school. *English Journal*, 88, 38-44.
- Newell, G.E. & Holt, R. (1997). Autonomy and obligation in the teaching of literature: Teachers' classroom curriculum and departmental consensus. *English Education* , 29, 18-37.
- Newell, G.E. (1996). Reader-based and teacher-centered instructional tasks: Writing and learning about a short story in middle-track classrooms. *Journal of Literacy Research* , 28, 147-172.
- Newell, G.E. & Winograd, P. (1995). Writing about and learning from history texts: The effects of task and academic ability. *Research in the Teaching of English* , 29, 133-163.
- Newell, G.E. (1994). The effects of written between-draft responses on students' writing and reasoning about literature. *Written Communication*, 11, 311-347.
- Newell, G. E. (1989). Learning to Write Analytically in a Second Language: The School Writing Experiences of Six ESL Students. *Teaching and Learning: The Journal of Natural Inquiry*, 3 (2), 2-11.
- Durst, R. & Newell, G. (1989). The Uses of Function: James Britton's Category System and Research on Writing. *Review of Educational Research*, 59, 375-394.
- Newell, G. & Winograd, P. (1989). The Effects of Writing on Learning from Expository Text. *Written Communication*, 6, 196-217.
- Newell, G., Suszynski, K., & Weingart, R. (1989). The Effects of Writing in a Reader-Based and Text-Based Mode on Students' Understanding of Two Short Stories. *The Journal of Reading Behavior*, 21 (1), 37-57.
- Newell, G. & MacAdam, P. (1988). Teachers' Perceptions of the Role of Process in Writing about Literature. *The Quarterly*, 10, (4), 4-8.
- Newell, G. & MacAdam, P. (1987). Examining the Source of Writing Problems: An Instrument for Measuring Writer's Topic-Specific Knowledge. *Written Communication*, 9 (2), 156-174.
- Newell, G. (1986). Learning from Writing: Examining Our Assumptions. *English Quarterly*, 19 (4), 291-302.
- Newell, G. (1986). Writing, Reasoning, and Learning: Examining the Connections. *The English Record*, 37(3), 14-17. Also published in Pollard, R. (Ed.),

(1986). *Reading/Writing/Thinking/Learning*. Urbana, IL: NCTE.

Newell, G. (1984). Learning from Writing in Two Content Areas: A Case Study/Protocol Analysis. *Research in the Teaching of English*, 18(3), 265-287.

Newell, G. (1977). The emerging self: A curriculum of self-actualization. *English Journal*, 66, 32-34.

Co-Authored Book

Newell, G. E., Bloome, D. & Hirvela, A. (2015) *Teaching and learning argumentative writing in high school English classrooms*. New York: Routledge.

Edited Book

Newell, G. E. & Durst, R.K. (Eds.) (1993) *Exploring texts: The role of discussion and writing in teaching and learning of literature*. Christopher/Gordon Publisher.

Durst, R., Newell, G.E. & Marshall, J.D. (2017) *English Language Arts Research and Teaching: Revisiting and Extending Arthur Applebee's Contributions*. New York: Routledge

Book Chapters

Newell, G. E., Thanos, T. & S. Kwak. (2019). Languaging the Teaching and Learning of Argumentative Writing in an 11th Grade International Baccalaureate Classroom. R. Beach & D. Bloome. *Languaging Relations in Teaching Literacy and the Language Arts*

Newell, G.E., Thanos, T., Kim, M. and The Ohio State University Argumentative Writing Project. (2018). Dialogic Literary Argumentation as High Literacy in English Language Arts Classrooms. In Marc Nachowitz and Kristen C. Wilcox, *High Literacy in Secondary English/Language Arts Classrooms: Bridging the Gap to College and Career*.

Newell, G.E., Buescher E., Goff, B. Kwak, S., Thanos, T. & Weyand, L. (2017) Adaptive Expertise in the Teaching and Learning of Literary Argumentation in High School English Language Arts Classrooms” In R. Durst, G. Newell & J Marshall. *English Language Arts Research and Teaching: Revisiting and Extending Arthur Applebee's Contributions*

Newell, G.E. & Bloome, D. (2017). Teaching and Learning Literary Argumentation in High School English Language Arts Classrooms. In K. Hinchman & D. Appleman. *Adolescent Literacies: A Handbook of Practice-Based Research*. New York: The Guilford Press.

Beach, R., Newell, G.E. & VanDerHeide. (2016) A sociocultural perspective on writing development. In C. A. MacArthur, S. Graham, J. Fitzgerald. *Handbook of writing research*, 2nd ed. New York: The Guilford Press.

- Newell, G.E., VanDerHeide, J. & Wilson, M. (2013). Best practices in teaching informational writing from sources. In Graham, MacArthur, Fitzgerald. *Best Practices in Writing Instruction*, 2nd Edition. New York: The Guilford Press.
- Bloome, D. & Newell, G. E. (2010). 23 notes in search of growing up as an author—or not. In Anders, P.L. (ed.) *Defying convention, inventing the future in literacy research and practice*. New York: Routledge.
- Newell, G.E., Koukis, S. & Boster, S. (2006). Best practices in writing to learn. In MacArthur, C.A. Graham, S., & Fitzgerald, J. (eds.) *Best Practices in Writing Instruction*. Guilford Publications
- Newell, G.E. (2005). Writing to learn: How alternative theories of school writing account for student performance. In MacArthur, C.A. Graham, S., & Fitzgerald, J. (eds.) *Handbook of Writing Research*. Guilford Publications.
- Newell, G.E., Garriga, M. & Peterson, S. (2001). Learning to assume the role of author: A study of reading-to-write one' own ideas in an undergraduate ESL composition Course. D. Belcher & A. Hirvela (Eds.) *The Reading/Writing Connection: Perspectives on Second Language Literacies*.
- Carnate, M., Newell, G. E., Hoffman, S. & Moots, R. (2000). The growing of a school/university partnership and the preparation of teachers for the urban context. In Johnston, M., P. Brosnan, D. Cramer, & T. Dove. (Eds.) *Collaborative Reform and Other Improbable Dreams: The Challenges of Professional Development Schools*. Albany, NY: State University of New York Press.
- Newell, G. E. (1998). How much are we the wiser? Continuity and change in writing and learning in the content areas. In Calfee, R. & Spivey, N. (Eds.). *Reading and Writing: The Contextual Connection*. Chicago: The University of Chicago Press.
- Newell, G.E. & Durst, R.K. (1993). Introduction: Toward a framework for improving the teaching of literature: Rethinking the relationships among students, teachers, and texts. In Newell, G. E. & Durst, R.K. (Eds.) *Exploring Texts: The Role of Discussion and Writing in Literary Understanding*. Christopher/Gordon Publisher.
- Newell, G.E. & Johnson, J. (1993). How discussion shapes general track students' reasoning and writing about literature. In Newell, G.E. & Durst, R.K. (Eds.) *Exploring Texts: The Role of Discussion and Writing in Literary Understanding*. Christopher/Gordon Publisher.
- Newell, G.E. (1990). Exploring the Relationship Between Writing and Literary Understanding: A Language and Learning Perspective. In A. Soter & G. Hawisher (Eds.), *Essays in the Teaching of Secondary English*. Albany, NY: State University of New York Press.

Swanson-Owens, D. & Newell, G.E. (1994). Using intervention protocols to study the effects of instructional scaffolding on writing and learning. In P. Smagorinsky (Ed.) *What we talk about when we talk about writing: Problems and potential in verbal reports in the study of writing*. Sage Publications.

Applebee, A. N., Durst, R.K. & Newell, G.E. (1984). The Demands of School Writing. In A. N. Applebee (Ed.), *Contexts for learning to Write: Studies of Secondary School Instruction*. Norwood, NJ: ABLEX.

Contribution to a Book

Applebee, A. N. (1984). *Contexts for Learning to Write: Studies of Secondary School Instruction*. Norwood, NJ: ABLEX. (assisted with data collection, text analysis, and writing reports and articles.)

Book Review

Newell, G. (1986). Review of *Research in Written Composition: New Directions for Teaching* by George Hillocks, Jr. *The Review of Education*. 12(4), 307-309.

Encyclopedia Entry

Newell, G. E. (1998). School writing tasks: Theories of composing and learning. In Mary Lynch Kennedy (ed.). *Theorizing Composition: A Critical Sourcebook of Theory and Scholarship in Contemporary Composition*. Westport, CT: Greenwood Publish Group.

Newell, G.E. & Wile, J. (1994). Study guides to literature. In *Encyclopedia of English studies and language arts*. Urbana, IL: National Council of Teachers of English.

Invited Essays

Juzwik, M. (2016). *Research in the Teaching of English*, Forum: Arthur Applebee: In Memoriam. G. E. Newell, “The Scope of Arthur’s Contribution to the Field” and “Intellectual Mentorship.”

Newell, G.E., VanDerHeide, J. & Wynhoff Olsen, A. (2013). Learning from (and with) expert teachers of argumentative writing. *Adolescent Literacy in Perspective: Writing Arguments*. For the Ohio Resource Center <http://www.ohiorc.org/adlit/>.

Book Foreword

Newell, G. E. (2018). Foreword. In S. W. Beck, *A think-aloud approach to writing assessment: Analyzing process and product with adolescent writer*. New York: Teachers College Press.

Social Media

“Studying Dialogic Literary Argumentation in High School English Language Arts Classrooms”
Sponsored by AERA, Writing and Literacies, Sig. January @writinglit #literacies chat,
January 8, 2019.

Invited Presentation

Newell, G.E. (2014, August) *Argumentation as Social Practice: Moving Beyond Structure to Apprenticeship and Immersion*. Ohio Resource Center: Theory into Practice: Argumentation, The Ohio State University.

Newell, G. E. (1998, July). *How Much are We the Wiser? Continuity and Change in Writing and Learning*. The 1998 Ohio State Conference on Second Language Reading/Writing Connections.

Newell, G.E. (1993, March). *Autonomy and Obligation in the Teaching of Writing*. Presented at the Advanced Institute for the Bluegrass Writing Project, University of Kentucky, Lexington, Kentucky.

Invited Workshop

Newell, G. E. (1997, November). *Conversations about Research Methodology*, Speaker/ Discussion Leader at the Annual Convention of the National Council of Teachers of English in Detroit, MI.

Invited Radio Broadcast

David Bloome, Christina Harris, George Newell, Andrea Vesceius. “Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms,” Air Date: July 14, 2016, 4:00 p.m. PT. URL for show page: [http://www.blogtalkradio.com/nwp_radio/2016/07/01/pre-record-teaching-learning-argumentative-writing-71416].

International Presentation (Invited)

Newell, G.E. (September, 2015). How Teachers’ Argumentative Epistemologies Shape Instructional Conversations about ‘Good’ Writing. International Colloquium on Academic Literacies at UFMG: Writing and reading in the educational contexts. Belo Horizonte, Brazil, at Universidade Federal de Minas Gerais. National Presentations

National Presentations (refereed)

Newell, G. E. (2018). Adaptive Expertise for Teaching Argumentative Writing in High School English Language Arts Classrooms. Presented at American Educational Research Association, New York, NY, April 2018.

Newell, G.E. (2018). Tracing the Microhistory of “Literary Commentary” as a Genre in an 11th Grade International Baccalaureate Classroom. Presented at American Educational Research Association, New York, NY, April 2018.

Newell, G.E. (2018) Writing Samples and Instructional Conversations about ‘Good’ Argumentative Writing in a High School English Language Arts Classroom Presented at American Educational Research Association, New York, NY, April 2018.

Newell, G.E. (2017). Teaching and Learning Scientific Writing in a STEM High School: The Social Construction of an Epistemic Culture. Presented at American Educational Research Association, San Antonio, TX, April 2017

Newell, G.E. (2017). Teaching and Learning Literary Argumentation over Time: Writing as a Social Practice. Presented at American Educational Research Association, San Antonio, TX, April 2017

Newell, G.E. (2017). Contrasting Cases of Expertise for Teaching Literature-Related Argumentative Writing: Adaptive versus Routine Epistemologies. Presented at the Literacy Research Association Conference, Tampa, FL, December 2017.

Newell, G.E. (2017). The Social Construction of Linguaging Thinking Practices in a Series of Socratic Seminars in an International Baccalaureate Classroom: From Presentation to Exploration. Presented at the Literacy Research Association Conference, Tampa, FL, December 2017.

Newell, G.E. (2017). “What Counts as Knowledge and Knowing in Dialogic Literary Argumentation in High School English Language Arts Classrooms: Teachers’ Epistemological Transitions” Presented at the Literacy Research Association Conference, Tampa, FL, December 2017.

Newell, G.E., Thanos, T. & Kwak, S. (December, 2016). Argumentative and Narrative Discourse during Instructional Conversations: “Stories of Reading” over Time . Presented at the Literacy Research Association Conference, Nashville, TN.

Newell, G. E., Lin, T. Ha, S. & Kwak, S. (December, 2016). Assessing Learning to Argue and Arguing to learn in High School English Arts Classroom. Presented at the Literacy Research Association Conference, Nashville, TN.

- Newell, G. E., Bloome, D. & Goff, B. (December, 2016). Framing Literary Argumentation: Teaching reading and Writing in English language arts classrooms. Presented at the Literacy Research Association Conference, Nashville, TN.
- Newell, G. E. & S. Ha. (April, 2016). Arguing and Learning about Dominance in Hemingway's "Indian Camp." Presented at American Educational Research Association, Washington, DC.
- Newell, G.E., Lin, T, Buescher,E. , Goff, B., Ha, S., Hirvela, A. & Weyand, L. (April. 2016). Adaptive Expertise in the Teaching of Argumentative Writing in High School English Language Arts Classrooms: A Prototype Analysis. Presented at American Educational Research Association, Washington, DC.
- Newell, G.E., Buescher,E. , Goff, B., Ha, S., Hirvela, A. & Weyand, L. (February, 2016).. Adaptive Expertise for Teaching Literary Argumentation in a High School English Language Arts Classroom. Presented at the National Council of Teachers of English Assembly for Research Conference, Ypsilanti, MI.
- Newell. G.E. Thanos,T. & Kwak, S. (February, 2016). Argumentative and Narrative Discourse during Instructional Conversations: "Stories of Reading." National Council of Teachers of English Assembly for Research Conference, Ypsilanti, MI.
- Newell, G. E., Joo, H., Hirvela, A. (April 2015). *How ESL Contexts Shape the Argumentative Writing of Students in High School "Sheltered Instruction" Classrooms*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, Il.
- Newell, G.E., Kim, M., Goff, B., Weyand, L. & Ryu, S. (April 2015). *How Teachers' Argumentative Epistemologies Shape: Instructional Conversations about 'Good' Writing*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, Il.
- Newell, G.E., Ha, S., Goff, B. & Buescher, E. (November, 2015) *Adaptive Expertise for Teaching Literary Argumentation in High School English Language Arts Classrooms: From Learning to Argue to Arguing to Learn*. Presented at the National Council of Teachers Annual Convention, Minneapolis, MN.
- Newell, G.E., VanDerHeide, J. & Wynhoff Olsen, A. (November, 2014). *How Classroom Argumentative Epistemologies Shape Peer-Review and Teacher Response to Student Writing*. Presented at the National Council of Teachers Annual Convention. Washington, DC.
- Newell, G.E., Wynhoff Olsen, A., Goff, B., Ryu, S., Buescher, E. & Weyand, L. (November, 2014). *NCTE All-Day Workshop: Argumentative Writing as Social Action in Classroom Contexts*. Presented at the National Council of Teachers Annual Convention.

Washington, DC.

Buescher, E. & Newell, G.E. (December 2014). *Arguing Hamlet within an Interpretive Community: Sources of Resistance and Collaboration in 12th Grade Advanced Placement (AP)*. Presented at the Literacy Research Association Conference, Marcos, Island, FL.

Newell, G.E., VanDerHeide, J. & Lin, T. (April 2014). *How Instructional Patterns for Teaching Argumentative Writing Predict Students' Writing Achievement*. Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Newell, G. E., Goff, B., Weyand, L. & Ryu, S. (April 2014). *Contrasting Social Constructions of Evidence for Argumentative Writing in High School English Language Arts Classrooms*. Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Newell, G.E., VanDerHeide, J., Wynoff Olsen, A. & Hirvela, A. (April 2014). *How Teachers' Epistemologies Shape Teacher-Student Conferences about Argumentative Writing*. Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Newell, G.E., Joo, Hyun Jung & Hirvela, A. (April, 2015). *How ESL Contexts Shape the Argumentative Writing of Students in High School "Sheltered Instruction" Classrooms*. To be presented at the Annual Meeting of the American Educational Research Association Meeting, Chicago, IL.

Newell, G.E., Goff, B., Ryu,S. & Weyand L. (April 2015). *How Teachers' Argumentative Epistemologies Shape Instructional Conversations about 'Good' Writing*. To be presented at the Annual Meeting of the American Educational Research Association Meeting, Chicago, IL.

Newell, G.E., VanDerHeide, J., Wynoff Olsen, A. (November 2013). *How Teachers' Epistemologies Shape Peer Review of Argumentative Writing*. Presented at Annual Conference of the Literacy Research Association, Dallas, TX.

Newell, G.E., VanDerHeide, J., Wynthoff Olsen, A., Ryu, S., J., Bradley, A., Goff, B. & Weyand, L. (April, 2013). *Symposium: Engaged Time for Argumentative Writing in High School English Language Arts Classrooms*. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Newell, G.E., VanDerHeide, J.,& Wynthoff Olsen, A. (April 2013). *How Contexts Mediate High School Teachers' Epistemologies for Teaching Argumentative Writing*. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

- Newell, G.E., Wynhoff Olsen, A., Ryu, S., VanDerHeide, J., Bradley, A. Goff, B. & Weyand, L. (February, 2013). *Recontextualizing as Teaching: Using Instructional Chains to Study Argumentative Writing Instruction*. Presented at the 2013 National Council of Teachers of English Assembly for Research, Columbus, Ohio.
- Newell, G.E., VanDerHeide, J., Wynhoff Olsen. A. (February 2013). *Teachers' and Students' Epistemologies for Argumentative Writing in High School English Language Arts Classrooms*. Presented at the 2013 National Council of Teachers of English Assembly for Research, Columbus, Ohio.
- Newell, G.E. & VanDerHeide, J. (April 2012). *A Sociocognitive Perspective on Transfer in Teaching and Learning Argumentative Writing*. Presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Newell, G.E. & VanDerHeide, J., Hirvela, A., Sholl, M., Wynhoff Olsen, A. & Bradley, A. (April 2012). *What Matters Most in the Teaching and Learning of Argumentative Writing in High School English Language Arts Classrooms*. Presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Newell, G.E., (November, 2011) *What Counts as Argumentative Writing? Constructing Definitions of Argumentative Writing in the High School English Language Arts Classroom*. Presented at the Annual Convention of the National Council of Teachers of English. Chicago, IL.
- Newell, G.E. & Bloome, D. (April, 2010). *Argument as Text or Argument as Practice? Considering Transfer in Studies of Teaching and Learning Argumentative Writing*. Presented at the Annual Meeting of the American Educational Research Association in Denver, CO.
- Newell, G.E. & Bloome, D. (April 2010). *From the Ground Up: Constructing an Approach the Study of the Teaching and Learning of Argumentative Writing and Recontextualization*. Presented at the Annual Meeting of the American Educational Research Association in Denver, CO.
- Newell, G. E., Bloome, D. & Rish, R. (2009, April) *Digital Multimodal Composition as a Social Practice: A Conceptual Review of Studies In and Out of School Contexts*. Presented at Annual Meeting of the American Educational Research Association. San Diego, CA.
- Newell, G.E., Bloome, D., Slocum, A., Smith, M. (2008, April) *Constraining, Considering, and Denying Community: Computer-Based Multimodal Composition as Sites of Struggle in Three English Language Arts Classrooms*. Presented at the Annual Meeting of the American Educational Research Association. New York, NY.

- Newell, G. E. & Wolf, J. (2008, April). *Middle School Students' Understanding of Historical Narratives: Considering the Effects of Visible Authorship and Mediated Memory*. Presented at the Annual Meeting of the American Educational Research Association. New York, NY.
- Newell, G.E., Slocum, A, & Gonzales, J. (2007, November) *Teachers' and Students' Expectations for Multimodality*. Presented at the National Council of Teachers Annual Convention. New York, NY.
- Mullins, K., Gonzales, J. & Newell, G.E. (2007, November). *Using Multimodal Projects in the Classroom: Three Schools, Three Teachers*. Presented at the National Council of Teachers Annual Convention. New York, NY.
- Newell, G. E. (2006, November). *Re-Imagining Writing Development as Authorship*. Panel on "Writing Development: Once and Future Concern." Presented at the Annual Convention of the National Council of Teachers of English. Nashville, TN.
- Newell, G. E. Madrid, S. (2006, April). *To teach (and to learn) writing differently? The summer institute as a mediated transition*. Accepted for presentation at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Newell, G.E. Beickelman, F. & Connors, S. (2006 April). *Learning to support the "collateral transition" of teaching tools: University supervisors as mentors of preservice English language arts teachers*. Accepted for presentation at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Clift, R., Newell, G.E., & Agee, J. (2006, April). *Enduring tensions, conflicting demands, and professional dilemmas in preparing teachers in research intensive universities*. Accepted for a Symposium at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Newell, G.E., Tallman, L., & Letcher, M. (2005, November). *A Conversation with School and University-Based Teacher Educators*. Presented at the Annual Convention of the National Council of Teachers of English. Pittsburgh, PA.
- Clark, C. & Newell, G.E., & Renzi-Keener, K. (2005, November). *Researching Video Cases in English Education*. Presented at the Annual Convention of the National Council of Teachers of English. Pittsburgh, PA.
- Newell, G.E. (2004, November). *Context for Becoming an English Language Arts Teacher: Longitudinal Case Studies of Early-Career Teachers*. Presented at the Annual Convention of the National Council of Teachers of English. Indianapolis, IN.
- Newell, G.E. Tallman, L., & Letcher, M. (2004, November). Symposium on *Constructing*

- Effective Contexts for Preservice and Novice Teachers Learning: Issue and Questions.* Presented at the Annual Convention of the National Council of Teachers of English. Indianapolis, IN.
- Newell, G. E. (2004, April). *School Writing as Participation in Curricular Conversations: Writing-to-Learn Reconsidered.* Presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- Clark, C., Newell, G.E., & Renzi, L. (2003, November). *Using video and technology to support literacy teaching & learning.* Presented at the Annual Convention of the National Council of Teacher of English. San Francisco, CA.
- Newell, G.E., Tallman, L, & Letcher, M. (2003, April). *Consequential Transitions in the Teaching of Secondary English: Longitudinal Case Studies of Early-Career Teachers.* Presented at Annual Meeting of the American Educational Research Association, Chicago, Illinois.
- Newell, G.E., Tallman, L, & Letcher, M. (2002, April). *Passages into English Teaching: How School Contexts Shape Teachers' Development of Pedagogical Tools.* Presented at Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.
- Newell, G. E., Letcher, M., & Tallman, L. (2001, November). *From Writing Methods to Student Teaching: Appropriating Pedagogical Tools Across Activity Settings for Teacher Education.* Presented at the Annual Convention of the National Council of Teachers of English, Baltimore, Maryland.
- Newell, G.E., Tallman, L., & Letcher, M. (2001, April). *Negotiating the Journey from Course Work to Student Teaching: Learning to Teaching Secondary English.* Presented at the Annual Meeting of American Educational Research Association, Seattle, Washington.
- Newell, G.E. (2000, April). *Taking Students' Interpretive Practices Seriously: Student Authorship in Writing about American Literature in Two Instructional Contexts.* Presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.
- Newell, G.E., Beumer Johnson, A. & Gingrich, R. (1999, April). *Constructs for Teaching Literature from a Cultural Perspective: Student Teachers' Acceptance of and Resistance to Teaching about Difference.* Presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Newell, G.E, Gingrich, R., & Beumer Johnson, A. (1999, April). *Mentoring as Scaffolded Learning: What Student Teachers Learning about Teaching English Language Arts from Mentor Teachers.* Presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

- Newell, G.E (chair), Gingrich, R., Beumer Johnson, A., Hoffman, S., & Hartoin, K. (1999, March). *Building a Professional Relationship that Counts: Cooperating Teachers' Mentorships of Preservice Teachers*. Presented at the Spring Conference of the National Council of Teachers of English, Cincinnati, Ohio.
- Newell, G.E., Beumer Johnson, A. Gingrich, R., & Moots, R. (1998, November). *A Symposia on Getting Real During Student Teaching: Appropriating Theoretical and Practical Tools for Teaching English*. Presented at the Annual Convention of the National Council of Teachers of English, Nashville, Tennessee.
- Newell, G.E., Beumer Johnson, A. & Gingrich, R. (1998, April). *Is Principled Practice Possible? Learning to Teach Secondary English in Differing School Contexts*. Presented at the Annual Meeting of the American Educational Research Association, San Diego, California.
- Newell, G.E. (1997, November). *"It's Like Learning to Teach English Again": Changing the Curricular Conversation in an Urban High School*. Presented at the Annual Convention of the National Council of Teachers of English in Detroit, Michigan.
- Newell, G.E. (1997, March). *From Content to Contact Zones and Safe Houses: Transforming a Tenth Grade World Literature Curriculum*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.
- Newell, G.E. & Holt, R. (1997, March). *To Construct an English Curriculum: Teacher Decision-Making with the Micropolitics of the Department*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.
- Newell, G.E. & Holt, R. (1996, April). *Beyond the Individual Teacher: The English Department and the English Curriculum*. Presented at the Annual Meeting of the American Educational Research Association, New York, New York.
- Newell, G.E., Garriga, M. & Peterson, S. (1996, April). *Teaching and Learning Analytic Writing: A Study of Reading-to-Write in an Undergraduate ESL Composition Course*. Presented at the Annual Meeting of the American Educational Research Association, New York, New York.
- Newell, G.E. & Holt, R. (1994, November). *To Construct a Curriculum: Autonomy and Obligation in the Teaching of Literature*. Presented at the Annual Convention of the National Council of Teachers of English, Orlando, Florida.
- Newell, G. E. (1994, March). *To Construct a Literature Curriculum: Case Studies of Teacher Decision-Making*. Presented at the Spring Conference of the National Council of Teachers of English in Portland, Oregon.

- Newell, G.E. (1993, November). *Teachers' Conceptions and Students' Perceptions of Literature Instruction: Discovering the Ground Rules*. Presented at the Annual Convention of the National Council of Teachers of English in Pittsburgh, Pennsylvania.
- Newell, G.E. (1992, November). *Classroom Discussion and the Construction of Literary Understanding: The Effects of Exploratory Talk*. Presented at the Annual Convention of the National Council of Teachers of English in Louisville, Kentucky.
- Newell, G. & Estes, C. (1992, April). *From Teaching Readers to Teaching Texts: Literature Instruction at Three Levels of Schooling*. Presented at the Annual Meeting of the American Educational Research Association in San Francisco, California.
- Newell, G. (1991, April). *The Effects of Written Between-Draft Comments on Students' Writing and Reasoning about Literature*. Presented at the Annual Meeting of the American Educational Research Association in Chicago, Illinois.
- Newell, G. & Rogers, T. (1991, April). *Literary Understanding and Interpretive Community: Toward a Theory of Literature Instruction*. Presented at the Annual Meeting of the American Educational Research Association in Chicago, Illinois.
- Newell, G. (1991, April). Session Critic, *Writing and Learning*. Presented at the Annual Meeting of the American Educational Research Association in Chicago, Illinois.
- Newell, G. (1990, April). Session Critic, *Strategies for Improving Writing in the Schools*. Presented at the Annual Meeting of the American Educational Research Association in Boston, Massachusetts.
- Newell, G. (1990, April). *The Effects of Two Instructional Approaches on Literary Understanding: A Study of Teacher Control*. Presented at the Annual Meeting of American Educational Research Association in Boston, Massachusetts.
- Newell, G. (1989, April). *The Effects of Between-Draft Responses in Students' Writing and Reasoning about Literary Texts*. Presented at the Annual Meeting of the American Education Research Association in San Francisco, California.
- Newell, G. & Durst, R. (1989, April). *The Functions of School Writing: What We Have Learned*. Presented at the American Educational Research Association in San Francisco, California.
- Newell, G. & Johnson, J. (1988, November). *Examining the Effects of Teacher-Student Interaction on Learning to Write and Reason about a Short Story: A Teacher and Researcher Collaboration*. Presented at the Annual Convention of the National Council of Teachers of English in St. Louis, Missouri.

- Newell, G., MacAdam, P., & Bunton-Spears, L. (1987, November). *Process Approaches to Writing about Literary Text: Case Studies of Three Classrooms*. Paper presented at the Annual Convention of the National Council of Teachers of English in Los Angeles, California.
- Newell, G. & MacAdam, P. (1987, April). *Writing and Learning from Text: Case Studies of Process and Product*. Presented at The Annual Meeting of the American Educational Research Association in Washington, D.C.
- Newell, G. & MacAdam, P. (1987, April). *Learning from Writing: The Effects of Three Study Conditions in Learning from Text*. Presented at the Annual Meeting of the American Educational Research Association in Washington, D.C.
- Newell, G. (1986, November). *A Study of Writing and Learning in Two High School History Classrooms: A Problem of Curriculum Change*. Presented at the NCTE Workshop on Research in English in San Antonio, Texas.
- Newell, G. (1986, August). *Evaluating Writing-Across-the-Curriculum Programs*. Presented at the Annual Conference of the Council of Writing Program Administrators in Oxford, Ohio.
- Newell, G. (1986, April). Session Critic, *Improving and Assessing Writing*. Presented at the Annual Meeting of the American Educational Research Association in San Francisco, California.
- Newell, G. (1986, March). Session Critic, *Writing to Learn: Knowledge Integration Through Composing*. Presented at the Conference on College Composition and Communication in New Orleans, Louisiana.
- Newell, G. (1986, April). *The Effects of Writing in a Reader-Based Versus Text-Based Made on Students' Understanding of Two Short Studies*. Presented at the Annual Meeting of the American Educational Research Association in San Francisco, California.
- Newell, G. & Carlton, J. (1986, April). *The Effects of Writing on Learning from Text*. Presented at the Annual Meeting of the American Educational Research Association in San Francisco, California.
- Newell, G. (1985, December). *The Cognitive and Linguistic Demands of Three Writing Tasks: Further Evidence of Learning from Writing*. Presented at the Annual National Reading Conference in San Diego, California.
- Newell, G. (1985, November). *Prior Knowledge, Knowledge Change, and Writing*. Presented at the NCTE Research Assembly Workshop in Philadelphia, Pennsylvania.

Newell, G. (1985, April). *Recalling Important Information from Text: A Further Examination of Learning from Writing*. Presented at the American Educational Research Association Annual Meeting in Chicago, Illinois.

Newell, G. (1984, December). *Using Protocol Analysis to Examine the Interrelationships of Writing and Learning Processes*. Presented at the Annual National Reading Conference in St. Petersburg, Florida.

Winograd, P. & G. Newell. (1984, December). *The Effects of Prior Knowledge on Good and Poor Readers' Sensitivity to What is Important in Text*. Presented at the Annual National Reading Conference in St. Petersburg, Florida.

Newell, G. (1984, November). *Learning from Writing in Two Content Areas: A Case Study/Protocol Analysis*. Presented at the Annual NCTE Convention in Detroit, Michigan.

Newell, G. (1984, November). *Writing and Learning in the High School Curriculum*. Presented at the NCTE Research Assembly Workshop in Detroit, Michigan.

Newell, G. (1984, April). *A Study of Learning from Writing*. Presented at the American Educational Research Association Annual Meeting in New Orleans, Louisiana.

State and Regional Presentations

Newell, G. (2012, Columbus, OH). *Speaking of Writing: How Teachers' Epistemologies Shape Their Responses to Students' Argumentative Writing*. Presented at the Working Conference on Discourse Analysis in Educational Research, Ohio State University.

Newell, G. (2011, Bloomington, IN). *Classroom discourse and the teaching of argumentative writing*. Presented at the Working Conference on Discourse Analysis in Educational Research, Indiana University.

Newell, G. (1992, November). *Cultural Literacy and the English Language Arts Curriculum*. Presented at the Conference of the English Council of Central Ohio.

Newell, G. & Estes, C. (1991, May). *The Role of Instruction in the Development of Literary Response*. Presented at the College of Education Research Conference, The Ohio State University.

Newell, G. (1990, May). *Writing and Learning in the Secondary School*. Presented at the College of Education Research Conference, The Ohio State University.

Newell, G. (1990, January). *How Writing Shapes Literary Understanding*. Presented at the

Eminent Scholars Lecture Series, The Ohio State University.

Newell, G. and J. Johnson. (1989, February). *Implications of a National Study of Exemplary English Programs*. Presented at the Annual Meeting of the Kentucky Council of Teachers of English/ Language Arts.

Newell, G. (1988, March). *Writing and Reasoning: Examining Our Assumptions*. Presented at the Linguistics Circle, University of Kentucky.

Newell, G., Davis, K. (1988, February). *Cultural Literacy: Point-Counterpoint*. Presented at the Annual Meeting of the Kentucky Council of Teachers of English/Language Arts in Lexington, Kentucky.

Newell, G. *Panel Discussion: The Future of the Kentucky Writing Project*. (1988, February). Presented at the Annual Meeting of the Kentucky Council of Teachers of English/Language Arts in Lexington, Kentucky.

Newell, G. (Chair), B. Strunk, B. Boles and S. Schenck. (1986, March). *Considering Comprehension and Response: An Instrument for Evaluating Literature Anthologies*. Presented at the Annual Meeting of Kentucky Council of Teachers of English in Louisville, Kentucky.

Newell, G. (Chair), M. Kaiser, J. Dietrich, J. Clark, H. Heil. (1985, March). *Writing Assessment for Kentucky: A Round table Discussion*. Presented at the Annual Meeting of Kentucky Council of Teachers of English in Louisville, Kentucky.

Newell, G. (1984, March). *Writing to Learn Literature*. Presented at the Kentucky Council of Teachers of English, Spring Conference in Louisville, Kentucky.

Newell, G. (1983, September). *An Instrument for Measuring Writers' Topic-Specific Prior Knowledge*. Presented at the Mid-Western Educational Research Association Meeting in Kansas City, Missouri.

Interviews

Writing and Literacies Sig on Air. Interviewed by Robert Leblanc about the history of Writing and Literacies Sig. [<https://soundcloud.com/writing-and-literacies>].

"Why Write?" *Resource Bulletin*, The National Center for Effective Secondary Schools, University of Wisconsin-Madison, Spring, 1989.

"Rethinking Literature" *Focus on Change*, The National Center for Effective Secondary Schools, University of Wisconsin-Madison, May 1991.

Eminent Scholar Conversation #34, A. *How Writing Shapes Literary Understanding*. Martha L.

King Language and Literacy Center, Winter 1990.

Proposal Development

Book Prospectus for Routledge: *Language, Literacy, and Learning: Arthur Applebee and the Future of Inquiry in English Education* by Russel Durst, George E. Newell & James Marshall.

Teaching and Learning Literature-Related Argumentative Writing in High School English Language Arts Classrooms. A funded proposal with Dr. David Bloome, Dr. Alan Hirvela, and Dr. Tzu-Jung Lin to the Institute of Education Sciences October 2013 as Goal Two (Development and Innovation), Effective Teachers and Effective Teaching for \$1,495,319 over 4years (2014-2018).

Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms. A funded proposal submitted with Dr. Hirvela, Dr. Bloome, Dr. Marks to the Institute of Education Sciences. October 2009 as a Goal One: Exploration research proposal to IES for \$979,036 over 4 years (2010-2014).

Newell, G.E., Hirvela, A., Bloome, D. *Teaching and Learning Argumentative Writing in Two High School English Language Arts Classrooms.* (\$5,000) Center for the Study and Teaching of Writing. (funded)

Making the CASE: How Conversing about Sources of Evidence Shapes Reading Comprehension and Argumentative Writing (\$1.5 million over 3 years) A proposal submitted with Dr. Hirvela, Dr. Bloome, Dr. Lomax to the Institute of Education Sciences. November 2007. (Not funded)

Writing Development, Writing Identities, and the Teaching of Writing: A Study of Writing Practices in an After School Writing Program (with Dr. David Bloome) from 5th 3rd Bank.

Composing in a New Key: How Multimodality Shapes Teaching and Learning. (\$58,900.). A proposal submitted (with Dr. David Bloome) to The Battelle Endowment for Technology and Human Affairs, November 2005. (Funded)

Collaborating Through Video-Cases: Secondary English Teachers Learning About Teaching With Technology. (\$45, 312.) A proposal submitted (with Dr. Caroline Clark) but not funded by The Battelle Endowment for Technology and Human Affairs, December, 2002.

Collaborating through Cases: Secondary English Teachers Learning about Teaching with Technology. (\$20,000) Proposal funded (with Dr. Caroline Clark) by the Ohio State

University PT3 Grant Committee, January 2002.

Collaborating through Cases: Secondary English Teachers Learning about Teaching with Technology. (\$8,989.00) Proposal funded (with Dr. Caroline Clark) by the Ohio State University PT3 Grant Committee, December, 2000-December 2001.

Transitions into Teaching: Learning to Teach Secondary English in Teacher Education and Beyond. (\$2,500.00) Proposal funded by the Ohio State University School of Teaching and Learning, May, 2000.

The Development of Principled Practice: Appropriating Theoretical and Practical Tools for Teaching for Teaching Secondary English. (\$2,500.00) Proposal funded by the Ohio State University School of Teaching and Learning, May, 1999.

Considering Context and Teacher Knowledge: Student Teachers' Reflective Decision-Making in the Teaching of Literature and Writing. (\$840.00) Proposal funded by The Ohio State University College of Education Research Committee, May, 1997

Creating an Interdisciplinary Secondary School Professional Development School. \$104, 728. Proposal funded (with Beth Carnate, Independence High School) by the Ohio Department of Education, February 1996.

To Construct a Literature Curriculum: Teacher Decision-Making in an Urban High School Context (Phase One). \$906.00. Proposal funded by The Ohio State University College of Education Research Committee, April, 1995.

To Construct a Literature Curriculum: Teacher Decision-Making in an Urban High School Context (Phase Two). \$980.00. Proposal funded by The Ohio State University department of Educational Studies, January, 1996.

Support for Professional Development. \$900.00. Proposal funded by The The Ohio State University College of Education Personnel Committee for visit to The University of Pittsburgh to study The Master's of Teaching Program, May, 1995.

Constructing The Literature Curriculum: A Study of Teacher Decision Making. \$9,470.00. Proposal funded by The National Council of Teachers of English Research Foundation, May 1993.

The Role of Instruction in The Development of Literary Response. \$15,000 Proposal funded by The Seed Grant Program of The Ohio State University, March, 1990 .

The Bluegrass Writing Project. \$40,000/academic year Proposal funded by The State Department of Education and The University of Kentucky, July 1987 to June 1989.

The Effects of Writing on Learning from Text. \$2000. Proposal funded by The University of Kentucky Research Committee for Summer Research Fellowship, University of Kentucky, October 1985.

Writing and Learning in The High School Social Studies Curriculum. \$2,000 Proposal funded by The University of Kentucky Research Foundation October 1984.

Consulting

Allyn & Bacon
Harcourt Brace Jovanovich, Publishers
Longman Publishing Company
Teachers College Press

International Service

Reviewer, Proposal submitted to Research Grants Council, Hong Kong, 2009-present

National Service

Consultant, *WRITE Center on Secondary Writing*, 2018-present.

National Science Foundation (NSF), Panelist for the Cyberlearning Panel on Language and Literacy, March 2017.

Research Journals

Reviewer, *Cognition and Instruction*
Reviewer, *Journal of Writing Research*
Reviewer, *Research in the Teaching of English*
Reviewer, *Reading Research Quarterly*
Reviewer, *English Education*
Reviewer, *Journal of Literacy Research*
Reviewer, *Journal of Education for Students Placed at Risk*
Reviewer: *Journal of Educational Psychology*

Editorial Board. *Journal of Literacy Research*, 2014-present

Reviewer, American Educational Research Association, Special Interest Group for Literature, 2003, 2004.

Reviewer, American Educational Research Association, Language and Learning Program Committee, 2003.

Reviewer, American Educational Research Association, Writing and Literacies, 2004.

Reviewer, American Educational Research Association, Division K, Teacher Education, 2003,

2004, 2005.

Discussant/Chair, American Educational Research Association, Division C, Section 1, (Language and Learning) Program Committee, 2002.

Member, Connecticut "BEST" English Language Arts Portfolio Assessment Review Panel, August – December, 2000.

Member, National Council of Teachers of English, Annual Convention Planning Committee (Research Strand), 1995.

Judge, National Council of Teachers of English, Promising Researcher Award Competition, 1993, 1994, 1995.

Member, National Council of Teachers of English, Standing Committee on Research, 1992-1994.

Member, National Council of Teachers of English, Conference on English Education Committee on Integrating English and Language Arts Education, 1988-1994.

Judge, Annual American Educational Research Association Special Interest Group in Writing *Steve Chair Award*, 1993.

Member, Expert Panel Reviewing the 1992 National Assessment of Education Progress Writing Achievement Levels for the National Academy of Education, February, 1993.

Ad Hoc Reviewer, *Educational Psychology Review*, June, 1998

Reviewer, American Educational Research Association, Division K, Section 3, (Epistemologies, Beliefs, Personal Histories, Decision-Making, and Cognition in Teaching and Teacher Learning) Program Committee, 1994.

Reviewer, American Educational Research Association, Special Interest Group for Literature, 1992 and 2002.

Reviewer, American Educational Research Association, Division C, Section 1, (Language and Learning) Program Committee, 2002.

Reviewer, American Educational Research Association, Special Interest Group for Writing, 1987-1997.

Reviewer, American Educational Research Association, Division C (Learning and Instruction) Program Committee, 1985-86 and 1988-89.

Reviewer, IRA-ELVA Knight Research Grant Program, 1985.

Reviewer, Proposals submitted to Research Strand of National Council of Teachers of English Annual Convention, Louisville, Kentucky, 1992.

Review Board Member, *Reading Research Quarterly*, 1991-1995.

Reviewer, *Research in the Teaching of English*, 1984-present.

Reviewer, *Written Communication*, 1988-present.

Reviewer, Technical Reports for The National Research Center on Literature Teaching and Learning and The Center for English Learning and Achievement, State University of New York at Albany, 1991-1999.

Investigator, *National Study of Exemplary English Program*, sponsored by The Center for the Teaching and Learning of Literature, State University of New York at Albany, May 1988.

State Service

Reviewer, *Content Standards for K-12 English Language Arts*, Joint Council of the Ohio Board of Regents and the Ohio State Department of Education. December 2000.

Reviewer, *Ohio Teacher Education Program (AYA Integrated Language Arts) Review*, Ohio State Department of Education, December, 1999, 2000.

Reviewer, *Ohio Teacher Education Interim Review*, Ohio State Department of Education, February 1998.

Presenter, *Developing and Maintaining School/Higher Education Partnerships*, Ohio State Department of Education, June 1997.

Member, the Advisory Board for *The Ohio Journal of the English Language Arts*. 1994-1998.

University Service

Member, Research and Graduate Council, The Ohio State University, 1991-1995.

Member, BETHA Program Committee (2007-2010)

Chair, BETHA Program Committee (2010).

Member, CSTW Research Review Board, 2009-2016

Service to the College of Education and Human Ecology

School of Teaching and Learning Representative to College Council, 2004-2008.
Associate Editor. *Theory into Practice*, 2009-2015.
Member, College Personnel Committee, 2009.
Member, Search Committee, Higher Education and Student Services, 2015-2016.
Member, "Research in Schools Workgroup," 2017-present

Service to the Department of Teaching and Learning

Member, Ad Hoc Committee on the Revised Master's Programs, 2016.
Member, Executive Committee, 2009-2015.
Convener, Adolescent, Post-Secondary, and Community Literacies Area of Study, 2014-present.
Ad Hoc Committees on the Revised LLC/ITL Doctoral and Master's Programs
Ad Hoc Committee for the Development of an Education Specialist (EDS) Degree Program
Member, School of Teaching and Learning Personnel Committee, 2006-2009
Chair, Search Committee for Adolescent Literacies Position, 2008.
Co-Director, Columbus Area Writing Project, 2003-present.
Preparer, NCATE Review of Adolescent and Young Adult Integrated Language Arts Program, (Field Experience Component). 2003-present.
Member, Search Committee for Academic Enrichment Positions in Language, Literacy, and Culture Section, 2001-2002.
Member, *PT3 Management Team*, The Ohio State University, September, 2000-2001.
Member, *Technology Enhanced Teaching and Learning (TETL) Project*, The Ohio State University, September 1999-June 2000.
Preparer, Adolescent and Young Adult Integrated Language Arts licensure folio, 1999.
Preparer, NCTE/ NCATE Folio for English Education Program, 1992-1993; 1997-1998.
Member, ad hoc Committee for The NCATE Continuing Accreditation Visit, The Ohio State University, 1997-1998.
Member, Graduate Studies Committee of The School of Teaching and Learning, The Ohio State University, 1996-1997.
Co-Coordinator, Professional Development Schools, The Ohio State University and Independence High School, 1994-present.
Program Coordinator, English Education Program, The Ohio State University, 1991-1996.
Chair, Graduate Student Alumni Research Awards Committee, Ohio State University, 1993-1995.
Member, Professional Partnership Schools. Joint PDS project of Columbus Schools and Ohio State University, 1993-1995.
Member, Research Support Sub-Committee of The University Research Committee, The Ohio

State University, 1993-1995.
Member, Graduate Student Alumni Research Awards Committee, The Ohio State University, May, 1993.
Member, Search Committee of the Early and Middle Childhood Education Program, The Ohio State University, May 1992.
Member, Committee for the Development of Proposal for the National Reading Research Center, The Ohio State University, May-October, 1991.
Member, Graduate Studies Committee of Department of Educational Studies, The Ohio State University, 1990-1992.
Member, Search Committee for the Language, Literature, and Reading Program, The Ohio State University, 1991.
Member, Graduate Faculty, Category III, The Ohio State University, March, 1990.
Member, Graduate Faculty, Category II, The Ohio State University, January, 1990.
Member, Search Committee for the English Education Program, The Ohio State University, 1989-1990.
Member, Committee for the Development of Research Proposal for a Center for Literature Teaching and Learning, The Ohio State University, May, 1990.
Chair, Language Education Program Faculty, Department of Curriculum and Instruction, University of Kentucky, August 1983-May 1989.
Member, School/College Collaboration Committee, Cooperative Project including The Fayette County School System and Department of Curriculum and Instruction, University of Kentucky, May 1987-August 1988.
Associate Member, Graduate Faculty, Department of Curriculum and Instruction, University of Kentucky, August 1985-August 1989.
Member, Freshman Composition Program Evaluation Committee, English Department, The University of Texas at El Paso, January-May, 1983.

Doctoral Committees (Chair/Advisor)

Boczkowski, Derek. Dissertation Title: *Observing Literacy Practices across the First-year Writing Classroom and the Writing Center*. 2014-2018.

Buescher, Eileen. Dissertation title: *A Cultural Perspective in Pre-Service Teacher Education: An Interactional Analysis*. 2013-2017.

*Carriga, Maria. Dissertation Title: *A Context for Developing Structural Knowledge for Academic Writing: Teaching and Learning Analytic Reading and Writing in an Intermediate English as a Second Language Composition Course*, 1998.

*Crosby, Cate. Dissertation Title: *The Academic Writing of First-Year ESL Composition Students*, 2007

Goff, Brent, Dissertation Title: *How Instructional Contexts Shape Students' Written Responses*

to *Literary Texts*. 2012-2018.

*Kurihara, Yuka. Dissertation Title: *Japanese Secondary School English Teachers' Overseas In-service Training Experiences*, 2007.

Kwak, Subeom, 2015-present

Lehman, Elaine. Dissertation Title: *A Constructivist Inquiry for the Study of History: Learning from Small Group Discussions in an American Studies Classroom*, 1997.

Linn, Betty. Dissertation Title: *Learning to Write Candidacy Examinations: Talk about Academic Genres and Authorship* (2003).

*Luebbbers, Julie. Dissertation Title: *How Foreign Language Preservice Teachers' Development, Identities, and Commitments are Shaped During Teacher Education*, 2010.

Misar, Kate. 2017-present

*Rodgers, Adrian. Dissertation Title: *A Teacher and Teacher-Researcher Classroom Collaboration: Planning and Teaching in a Secondary English Classroom Using Process-Oriented Drama Approaches*, (1999).

*Reynolds, Adrian. Dissertation Title: *A Cross-case Analysis of the Appropriation of the Communicative Language Teaching Approach by Preservice Teachers of Spanish and German*, 2012.

*Rish, Ryan. Dissertation Title: *The Hybridization of Literacy Practices: Composing and Comprehending Fantasy and Science Fiction in Social Networks*, The Ohio State University, 2011.

Schutjer, Patricia. Dissertation Title: *Building Dialogic Learning in The College Literature Classroom: A Teacher's Instructional Decisions and Students' Responses*, 1999.

Stonerock, Krista. Dissertation Title: *The Role of Tutorial Conversations in the Writing Development of Basic Writers*, 2006.

Thanos, Theresa. 2015-present

VanDerHeide, Jennifer. Dissertation Title: *How High School Students Learn to Write Literary Arguments through Interactions: An Apprenticeship*, 2014.

Weyand, Larkin. Doctoral Candidate. 2012-present.

* Wolf, Jennifer. Dissertation Title: *Middle School Students' Conceptions of Authorship in*

History Texts. 2007

*co-advisor or co-chair

Thesis Committee (Chair)

Cargin, Bridget. Thesis Title: *The Dynamics of Teacher-Led and Student-Led Discussions of Literature*, 1993.

Gonzales, Jason. Thesis Title: *In the Mix: Instructional Support in Multimodal Classrooms*, 2007

Sheetz, Krista, Thesis Title: *Starting from Scratch: An Inquiry into Creating and Teaching a Class to Home School Co-Op Students*. 2004 .

Sweet, Marcia, Thesis Title: *A Teacher's Story of English Curriculum: Reflections and Perceptions of Development and Implementation*, 1996.

Young, Elizabeth. Thesis Title: *Women's Literature in the Secondary School: A Study of the Professional Literature and the Experiences of Teachers*, 2000.

Parker, Abigail. Thesis Title: *Teaching Envisionment: A Study of Preservice Teachers' Appropriation of Tools for Literature Instruction*, 2008.

Undergraduate Honor Thesis Committee (Member)

Driscoll, Sarah. Educational Studies. The Ohio State University. May 1990.

Bowman, Vicki. Educational Studies. The Ohio State University. May 1992.

Service to Public Schools

Co-Instructor, Teaching Non-Fiction Writing, Columbus Public Schools, Winter Quarter, 2003.

Instructor, Teaching Writing in Grades 4-12, Columbus Public Schools, Autumn Quarter, 2003.

Consultant. A Conversation about English Language Arts: Contemporary Issues and Future Developments, Westerville Schools, October 1998.

Consultant. Writing and Learning Across the Curriculum, Westerville Schools, September, 1997.

Consultant, Interdisciplinary Secondary School Professional Development School, Columbus City Schools and The Ohio State University, 1996.

Awards and Honors

Steve Witte Lifetime Achievement Award, American Educational Research Association, Writing and Literacies Sig, 2018.

Outstanding Faculty Research Award, College of Education and Human Ecology, 2014.

Recipient (with David Bloome), BETHA Committee Award, 2006

Senior Faculty Research Award, School of Teaching and Learning, 2001.

Recipient, National Council of Teachers of English Research Foundation Grant, 1993.

Recipient, The Ohio State University, Seed Grant, 1990

Recipient, University of Kentucky Research Foundation for Research Grant, 1984.

National Council of Teachers of English *Promising Research Award*, 1984.

Professional Affiliations

American Educational Research Association

National Council of Teachers of English

National Conference on Research on Language and Literacy

Literacy Research Association

Updated: January 20, 2019