

Kathleen M. Collins, Ph.D.

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The Pennsylvania State University
College of Education
253 Chambers Building
University Park, PA 16802-3206
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Areas of Research Specialization

Situated literacies and dis/ability

Multiple literacies and the design of supportive learning contexts

Teacher inquiry and professional development in literacy

Educational History

- Ph.D. Literacy Studies, School of Education
University of Michigan, December 1999
Dissertation Study: *"Do you think I'm proper?" A case study of educational exclusion and the social construction of ability, achievement, and identity.*
- Ed.M. English Education, Department of Learning and Instruction
State University of New York at Buffalo, May 1993
Master's Thesis: *Promoting literacy in adolescents and ESL adults through children's literature.*
- B.A. English, Education minor
State University of New York at Buffalo, May 1990 (magna cum laude)

Professional Experience

- Fall 2008-present Assistant Professor
Language, Culture and Society
The Pennsylvania State University, University Park, PA
- 2004-2008 Associate Professor and Program Coordinator
Literacy, Language and Culture
University of San Diego, San Diego, CA
- 1999-2004 Assistant Professor, Literacy, Language and Culture
University of San Diego, San Diego, CA
- 2004-2005 Professor-in-Residence, Cherokee Point Elementary School
San Diego Unified School District, San Diego, CA.
- 2000-2004 Affiliated Faculty
Laboratory of Comparative Human Cognition (LCHC)
University of California, San Diego, San Diego, CA
- 1995-99 Research Assistant, Literacy Studies
School of Education, University of Michigan, Ann Arbor, MI
- 1996 Instructor, Reading and Writing in the Content Areas
School of Education, University of Michigan, Ann Arbor, MI
- 1991-95 Teacher of English, Prince William County Schools
Dumfries, VA
- 1990-91 Teacher of English as a Second Language

English Language Institute (ELI),
 State University of New York at Buffalo, Buffalo, NY
 1990-91 Teacher of English, The Learning Center
 Niagara University, Niagara Falls, NY

Awards and Honors

- 2005 University Professorship Award, University of San Diego
 In recognition of outstanding contributions to research and scholarship by a
 faculty member at the University of San Diego
- 2004 Distinguished Alumni Award, Graduate School of Education, Department of
 Learning and Instruction, State University of New York at Buffalo
- 2000 Honorable Mention, Diamond Outstanding Dissertation of the Year Award,
 University of Michigan
- 1999 Rackham Graduate School Dissertation Fellowship, University of Michigan
- 1998 John Warriner Scholarship for Research on Teaching and Learning, School of
 Education, University of Michigan
- 1997 Jean and Charles R. Walgreen, Jr. Award for Outstanding Student Research in
 Literacy, University of Michigan
- 1995-1998 School of Education Research Fellowship, University of Michigan

Summary of External Funding

- 2005 *Completed* \$525,000 over three years combined award from The Lucille and
 Ronald Neeley Foundation and the Panta Rhea Foundation to support program of
 research and professional development, *Contexts of Promise: A Multiple
 Literacies Perspective Supporting Students for Success*, at Cherokee Point
 Elementary School in San Diego, CA with co-lead investigator, Dr. Sally Yard
 (Professor, University of San Diego, Art History) *grant renewal from 2002
 award*
- 2005 *Completed* \$5,000 from San Diego Revitalization (a division of Price
 Charities) to support professional development work and professor-in-residence
 position at Cherokee Point Elementary School.
- 2004 *Completed* \$50,000 from the National Endowment for the Arts to support
ArtsLearning, a partnership with the Chula Vista Elementary School District,
 Chula Vista, CA.
- 2002 *Completed* \$525,000 over three years combined award from The Lucille and
 Ronald Neeley Foundation and the Panta Rhea Foundation to support research
 program, *Contexts of Promise: Teachers and Artists Collaborating to Support
 Student Success Through Integrated Arts Instruction* with co-lead investigator,
 Dr. Sally Yard (Professor, University of San Diego, Art History)

Publications

Books

Collins, K. M. (2003). *Ability Profiling and School Failure: One Child's Struggle to Be Seen as Competent*. Mahwah, NJ: Lawrence Erlbaum Associates.

Articles in Peer Reviewed Journals

Collins, K. M., (in press). Discursive positioning in a fifth grade writing lesson: The making of a bad, bad boy. *Urban Education*; manuscript accepted March 30, 2010.

Collins, K. M. (in review). "Last night I hit a home run:" [dis]Ability, resistance, and positioning in multimodal instructional contexts. Manuscript submitted to *Language Arts*, March 15, 2010.

Collins, K. M. and Valente, J. (2010). [Dis]ableing the *Race to the Top*. *Teachers College Record*, June 16, 2010. <http://www.tcrecord.org/Content.asp?ContentId=16020>.

Palincsar, A. S., Magnusson, S. J., **Collins, K. M.**, & Cutter, J. (2001). Making science accessible to all: Results of a design experiment in inclusive classrooms. *Learning Disabilities Quarterly*, 24 (1), p. 15-32.

Palincsar, A. S., **Collins, K. M.**, Marano, N. L. and Magnusson, S. (2000). Investigating the engagement and learning of students with learning disabilities in guided inquiry science teaching. *Language, Speech, and Hearing Services in Schools*, 31, p. 240-251.

Collins, K. M., MacLean, F., Palincsar, A. S., and Magnusson, S. (2000). Student discourse in an inquiry-based elementary science class. *ENC Focus: A Journal for Classroom Innovators*, 7 (1), p. 42-44.

Moss, P., Schutz, A., & **Collins, K. M.** (1998). An integrative approach to portfolio evaluation for teacher licensure. *Journal for Personnel Evaluation in Education*, 12 (2), 139-161.

Collins, K. M. & Collins, J. L. (1996). Strategic instruction for struggling writers. *English Journal*, 85, 54-61

Book Chapters

Collins, K. M., Palincsar, A. and Magnusson, S. (2004). Science for all: A discursive analysis examining teacher support of student thinking in inclusive classrooms. In R. Yerrick and W. M. Roth (Eds.) *Establishing Scientific Classroom Discourse Communities: Multiple Voices of Research on Teaching and Learning*. Lawrence Erlbaum Associates.

Palincsar, A. and **Collins, K.M.** (2000). Learning Skills. In A. Kazdin (Ed.) *The Encyclopedia of Psychology, Vol. 5*. Washington, DC, US: American Psychological Association, pp. 30-33.

Collins, K. M. (1997). Reflections on strategic writing. In J. L. Collins & K. M. Collins (Eds.), *Handbook of Strategic Writing Lessons*, Buffalo, NY: Graduate School of Education Publications, State University of New York at Buffalo.

Invited Writing

Collins, K.M. (2010). Understanding the contextualized nature of [dis]ability. Invited entry in LeadCast blog, sponsored by LeadScape, the Equity Alliance at Arizona State University, and the National Institute for Urban School Improvement.
<http://www.niusileadscape.org/bl/?p=461#more-461>

Book Reviews

Henrikksen, C. (2008). *Living away from blessings: School failure as lived experience*. Althouse Press, Ontario. Reviewed for *Teachers College Record*; review appeared online March 24, 2009 and will appear in future print edition.
<http://www.tcrecord.org/content.asp?contentid=15600>

Published Professional Development Materials

Collins, J. L. & **Collins, K. M.** (1997). Professional Development Resource Package. Distributed with *Writing Strategies for Struggling Writers*, an international videoconference and subsequent professional development resource package. Urbana, IL: National Council of Teachers of English.

Collins, J. & **Collins, K. M.** (Eds.). (1997), *Handbook of Strategic Writing Lessons*, Buffalo, NY: Graduate School of Education Publications, State University of New York at Buffalo.

Research Presentations at Peer Reviewed Conferences

International Conferences

Collins, K.M. (2005). Social, educational and policy discourses and the positioning of teachers and students. Paper presented at the bi-annual meeting of the International Society for Cultural and Activity Research (ISCAR, formerly ISCRAT), September 2005, Sevilla, Spain.

Collins, K.M. (2005). Interrupting deficit discourses: A cross-case analysis of inclusive instructional contexts. Paper presented at the bi-annual meeting of the International Society for Cultural and Activity Research (ISCAR, formerly ISCRAT), September 2005, Sevilla, Spain.

Collins, K.M. (2005). “I’ve learned not to stereotype children”: Exploring the potential of arts-based instructional contexts to support school achievement. Paper presented at the Third International Conference on Imagination and Education, July 2005, Vancouver, British Columbia.

- Collins, K.M.** (2002). "I was always a good learner." Narrative analysis and the decolonization of marginalized children. Paper presented at the International Conference for Sociocultural Research (ISCRAT), June 16-22nd, 2002 in Amsterdam, Netherlands.
- Collins, K.M.** (2002). Transformational Research as Mutual Exploitation: Re-considering "Who should eat the last piece of cake?" Paper presented at the International Conference for Sociocultural Research (ISCRAT), June 16-22nd, 2002 in Amsterdam, Netherlands.
- Collins, K.M.** (2002). Constructing an identity of inclusion or exclusion: A case study juxtaposing one student's identity in diverse contexts. Paper presented at the International Conference for Sociocultural Research (ISCRAT), June 16-22nd, 2002 in Amsterdam, Netherlands.
- Collins, K. M.** (2000). "Do you think I'm proper?" A case study of educational exclusion and the social construction of ability, achievement, and identity. Paper presentation at the International Conference for Sociocultural Research, July 16-20th, 2000 in Campinas, Sao Paulo, Brazil.

National Conferences

- Collins, K.M.** (2010). [de]Constructing [dis]Ability: Exploring the role of multiple literacies in facilitating student engagement, participation and learning in inclusive classrooms. Paper presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.
- Collins, K.M.** (2009). "Last night I hit a home run": Social identity, resistance, and (re)positioning in multimodal instructional contexts. Paper presented at the National Reading Conference, Albuquerque, NM.
- Collins, K.M.** (2009). Beyond role-playing: The emotional affordances of multiple literacies. Paper presented at National Council of Teachers of English Conference, Philadelphia, PA.
- Collins, K. M.** (2008). A Dream Denied: The story of how one urban elementary school went from teaching children to "teaching to the test." Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Collins, K.M.,** Murphy, B. and Showman, M. (2005). Exploring the potential of arts-based instructional contexts to support students' acquisition of disciplinary literacies. Paper presented at the National Reading Conference (NRC), Miami, FL.
- Collins, K.M.** (2005). Social Contexts of Literacy Learning: Making Writing Work for All Students. Paper presented at the National Council of Teachers of English (NCTE), Pittsburgh, PA.

- Collins, K. M.** and Yard, S. (2004). Contexts of Promise: Teachers and Artists Collaborating to Support Student Success Through Integrated Arts Instruction. Paper presented at the National Reading Conference (NRC), San Antonio, TX.
- Collins, K. M.,** Collins, J. and Dutro, E. (2004). Putting them in their places: Social, educational and policy discourses and the positioning of teachers and students. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Collins, K. M.** and Yard, S. (2003). Identifying and understanding features that support successful professional development partnerships in the integrated language arts. Paper presented at the National Council of Teachers of English (NCTE), San Francisco, CA.
- Rampino, K. and **Collins, K. M.** (2003). Arts, literacy, and standards: Designing lessons that support student learning in inclusive contexts. Paper presented at the National Council of Teachers of English (NCTE), San Francisco, CA.
- Dutro, E., **Collins, K. M.,** and Collins, J. (2002). Teachers' Responses to the Standards Movement: Perspectives from Literacy Practitioners in Three States. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Collins, K. M.** and Hennings, N. (2001). Multiple Literacies, Teaching Practices, and the Social Construction of Ability and Disability. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Baltimore, MD.
- Collins, K. M.** (2001). Literacy Standards, "Non-Standard" Learners, and the Social Construction of Ability and Disability. Paper presented at the National Reading Conference (NRC), San Antonio, TX.
- Collins, K. M.** (2001). Researching with conscience: Reflections on inquiry, subjectivity, and advocacy. Paper presented at the annual meeting of the American Educational Research Association (AERA), Seattle, WA.
- Collins, K. M.** (2000). Why is science like another language? Multiple Literacies and the Social Construction of Identity. Paper presented at the National Reading Conference (NRC), Scottsdale, Arizona.
- Herter, R., Clark, C., **Collins, K.M.** (1999). Teacher conversations: Enhancing teaching through reflective practices. Roundtable presentation at the National Council of Teachers of English (NCTE), Denver, CO.
- Marano, N., Palincsar, A., **Collins, K. M.** (1999). Collaborative use of case research to design supportive classroom instruction. Paper presented at the International Conference on Learning Disabilities (ICLD), Minneapolis, MN.
- Collins, K. M.** (1999). Understanding diverse approaches to classroom discourse. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Ontario, Canada.
- Palincsar, A. S., Magnusson, S., **Collins, K. M.,** Marano, N. L. (1999). Making rigorous curricula accessible to all students. Paper presented at the annual

meeting of the American Educational Research Association (AERA), Montreal, CA.

- Palincsar, A. S., **Collins, K. M.**, Marano, N. L. (1998). Methodological choices in the design and conduct of case-based research. Paper presented at the National Reading Conference (NRC), Austin, TX.
- Collins, K. M.** (1998). The case of Robert: Influences of one students' ability to negotiate verbal, print, and scientific discourses on the construction of shared knowledge in guided inquiry science. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Nashville, TN.
- Collins, K. M.** (1998). How disciplinary perspectives influence our understandings of phenomena. Panel discussion with F. Erickson, D. Hicks, J. McPhail, and A. S. Palincsar at the Office of Special Education Programs (OSEP) Research Project Directors' Conference, Washington, D.C..
- Collins, K. M.**, Palincsar, A. S., & Magnusson, S. (1998). Metaphor, mediation, and meaning: Dialectical knowledge construction in guided inquiry science. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Collins, K. M.** (1997). Talking about light: The construction of a shared discourse by first grade students in guided inquiry science. Paper presented at the National Reading Conference (NRC), Scottsdale, Arizona.
- Collins, K. M.** (1997). The light goes walking: Children's ways of making meaning in guided inquiry science and language arts. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Detroit, MI.
- Collins, J. L. & **Collins, K. M.** (1997). Writing Strategies for Struggling Writers. An international videoconference, November 1, 1997. Urbana, IL: National Council of Teachers of English.
- Moss, P., Schutz, A., & **Collins, K. M.** (1997). Overview of the validity research agenda and preliminary results from studies of reader processes. Paper presented at the annual meeting of the American Education Research Association (AERA), Chicago, IL.
- Moss, P., Brown, N., **Collins, K. M.**, Ford, D., Dutro, E., Glazer, J., Jessup, P., Marano, N., Schutz, A., Willard, M. (1997). An introductory course in the philosophy of social science at the University of Michigan. Paper presented at the annual meeting of the American Education Research Association (AERA), Chicago, IL.
- Collins, J. L. & **Collins, K. M.** (1996). Learning strategies for struggling writers. Day-long professional development workshop for teachers conducted at the annual meeting of the National Council of Teachers of English (NCTE), Chicago, IL.
- Collins, K. M.**, Young, S., Herter, R., Clark, C. Moss, P., & Chow-Hoy, T. (1996). Dialogue and dissensus: Teachers and researchers in collaboration. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Chicago, IL.

- Collins, K. M.** (1996). Classroom discourse within community based organizations and the construction of self. Paper presented at the annual Ethnography and Education Conference, Philadelphia, PA.
- Collins, K. M.** (1994). When process writing fails: Strategy-based instruction for nonmainstream writers. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE), Orlando, FL.

State and Local Meetings

- Collins, K. M.** (2000). Features of conversation that support language and literacy development. Presentation at the *Language Literacy Link Conference*, May 13, 2000, University of San Diego, San Diego, CA.
- Collins, K. M.,** Brooks, J., Dmochowski, M., Harless, A., Honegger, T., Latino, L., Meza-Miller, L., Tergen, T., Woolard, M. (2000). Exploring the implications of literacy theories for understanding literacy learning and teaching. Interactive poster session at the *Language Literacy Link Conference*, May 13, 2000, University of San Diego, San Diego, CA.
- Collins, K. M.** (2000). Writer's workshop in secondary classrooms: A strategic approach. Presentation to Poway secondary English teachers, March 22, 2000, Poway, CA.
- Collins, K. M. & Collins, J. L.** (1996). The co-construction of identity: Teacher/student discourse in the writing workshop. Paper presented at the annual meeting of the Michigan Council of Teachers of English (MCTE), Lansing, MI.
- Collins, K. M.** (1993). Children's literature and adolescent students. Paper presented at the annual meeting of the Virginia Association of Teachers of English (VATE), Manassas, VA.
- Collins, K.M.** (1993). Teaming across grade levels. Paper presented at the annual in-service meeting of Prince William County Teachers, Manassas, VA.

Invited Talks

- Collins, K.M.** (April, 2010). Transforming practice through teacher research. Invited session at the American Educational Research Association's Teacher as Researcher SIG business meeting; with Elizabeth Dutro and Kristien Zenkov.
- Collins, K.M.** (2009). Why writing improves reading comprehension and learning. Invited discussant at a panel presentation at the National Reading Conference featuring Fenice Boyd, James L. Collins and Diane Phelps.
- Collins, K.M.** (2009). Online literacy practices. Invited discussant at a panel presentation at the National Reading Conference featuring David Barton, Richard Beach, and Stephanie Anne Schmier.

- Collins, K.M.** (2006). Multiple literacies and the design of supportive learning contexts: Addressing cognitive, linguistic and cultural Diversity. Paper presented at the Area 3 Principals Meeting, San Diego Unified School District.
- Collins, K.M.** (2006). Multiple literacies and classroom management. Presentation at the annual Character Education Conference, University of San Diego.
- Collins, K.M.** (2006). Contexts of promise: Examining the role of multiple literacies in inclusive instructional contexts. Paper presented at the State University of New York, Binghamton.
- Collins, K. M.** (2002). Affordances and constraints of narrative approaches to educational research. Invited research (satellite videoconference) presentation, Vanderbilt University, February 19, 2002.
- Collins, K.M.** (2004). “No one can make you feel inferior without your consent.” Positioning, systems of power, and the responsibilities of literacy educators. Invited talk given at the SUNY Buffalo Graduate Student Association Award banquet, April 30, 2004 in acceptance of the Distinguished Alumni Award.

Research Reports to Sponsors

- Collins, K.M.** (2008). “My mom says I’m really creative!” Case studies exploring the experiences of previously marginalized students in CoTA instructional contexts. Report prepared for Collaborations: Teachers and Artists (CoTA), The Lucille and Ronald Neeley Foundation and the Panta Rhea Foundation.
- Collins, K.M.** (2005). Contexts of Promise Activity Report. Report prepared for Collaborations: Teachers and Artists (CoTA), The Lucille and Ronald Neeley Foundation and the Panta Rhea Foundation.
- Collins, K. M.** (1997). Situated knowledge and negotiated meaning: A story of collaborative inquiry among teachers and researchers. Report prepared for Mott foundation. Pamela Moss primary investigator.
- Collins, K. M., Moss, P. & Schutz, A.** (1997). INTASC Candidate interviews: Final summary report. Report prepared for Interstate New Teacher Assessment Consortium (INTASC). Pamela Moss primary investigator.

Service

Reviewer for refereed journals or presses

- Editorial Board Member and Reviewer, *Language Arts*, 2008-present
 Editorial Board Member and Reviewer, *California Reader*, 2001-2004
 Reviewer, *Research in the Teaching of English*, (1999-present)
 Reviewer, *Reading and Writing Quarterly*, (2002, guest reviewer)
 Reviewer, *Urban Education* (2005-present)
 Reviewer, *Cognition and Instruction* (2006-present)

Routledge (formerly Lawrence Erlbaum), Reviewer for Book Proposals and Book Manuscripts, (2003-present)

Teachers College Press, Reviewer for Book Proposals and Book Manuscripts, (2008-present)

National Service

2003-2005, Committee Member, Ed Fry Book Award, National Reading Conference

2000-2004, Co-Vice-Chair, Narrative Research, a special interest group (SIG) within the American Educational Research Association (AERA)

1999-present, Proposal Reviewer, annual meetings of the National Reading Conference and American Educational Research Association

Discussant, AERA 2001, panel presentation, *Reading, Text, and Inquiry in the Elementary Science Classroom*, lead authors Annemarie Palincsar, Carol Donovan, and Danielle Ford.

Chair, various panel presentations at AERA, NRC, and NCTE annually

Selected University Service, The Pennsylvania State University

January 2009 –present Member, College of Education’s Diversity and Community Enhancement Committee

September 2009-present, Member, Theme Subcommittee for the College of Education’s Diversity and Community Enhancement Committee (40th anniversary of the American Indian Leadership Program, 2009-2010)

Selected University Service, University of San Diego

2007-2008, Member, Action Research Conference Planning Committee

2006-2008, Member, University-wide Tenure/Reappointment Appeals Committee

2004-2007, Program Coordinator, *Literacy, Language and Culture*

2005-2006, Co-Chair, Associate Dean Search Committee, School of Leadership and Education Sciences

2003-2005, Non-Tenured Faculty Representative, Appointment/Reappointment/Tenure (ART) Review Committee

2002-2005, Member, Doctoral Governance Committee

2002-2005, Chair, Policy and Procedures committee (subcommittee of Doctoral Governance Committee)

1999-2006, Board Member and School of Leadership and Education Sciences Representative, Center for Families of Children with Special Needs (Dr. Moises Baron, Director)

1999-2005, Member, Joint Doctoral Program Planning Committee

1999-2003, Member, Joint Doctoral Program Admissions and Recruitment Committee

1999-2003, Member, Literacy Concentration Committee for the Joint Doctoral Program

2001-2002, Member, Dissertation Procedures Ad Hoc Committee

2001-2002, Alternate, Human Subjects Committee

2001- 2002, Chair, Learning and Teaching Faculty Search (literacy)

2001-2002, Non-Tenured Faculty Representative, ART Committee

2000-2001, Member-at-Large, Marriage and Family Therapy Program Faculty Search Committee

1999-2001, Member, Admissions Committee, Masters and Credential Programs
 1999-2001, Alternate, School of Leadership and Education Sciences, representative to the University senate
 1999-2001, Member, University Commencement Committee
 1999-2000, Member, Masters Program Reconceptualization Committee
 1999-2000, Member, Research Committee for the Joint Doctoral Program

Community Service

2009-present, Member, MultiRacial, MultiCline Family Resource Community, State College, PA Community activist/support group for diverse families.

<http://www.voicesweb.org/node/2710> <http://multiclinefamily.ning.com/>

2000-2005, Member, *Ocean Beach Town Council*

1999-2003, Volunteer, *Adaptive Equestrian Riding for Therapy (AeRT)*

<http://www.angelfire.com/ca3/aert/aboutus.html>

Facilitated therapeutic riding for children with physical, emotional, or cognitive disabilities, victims of domestic abuse, and their families.

1999-2001, Advisory Board Member, *Language Literacy Link*

Served on advisory board and helped organize annual conference for *Language Literacy Link (LLL)*, a San Diego based off-shoot of the Dyslexia Foundation. The group's mission is to promote emergent and early literacy from birth to age 5 through working with families and early childhood teachers.

2001-2004, Consultant/Volunteer, *Comm2101*

Assisted group of artists and activists in developing community-based arts and literacy programs in low-income areas of San Diego, Chula Vista, and the border region.

Memberships in Professional Organizations

American Education Research Association (AERA) 1996-present

International Reading Association (IRA) 1994-present

International Society of the Learning Sciences (ISLS) 2010-present

National Council of Teachers of English (NCTE) 1992-present

National Reading Conference (NRC) 1996-present

Council for Exceptional Children (CEC) 1996-2000

Council for Learning Disabilities (CLD) 1996-2001

University Courses Developed and Taught at Pennsylvania State University:

Credential courses:

LLED 401 Language Arts in Elementary Schools (Writing Emphasis)

Undergraduate courses:

CI 497C Classroom Talk *

* Indicates course that I created.

Doctoral courses:

CI 502 Introduction to Qualitative Research Methods

University Courses Developed and Taught at the University of San Diego:*Masters courses:*

EDUC 500 Research Methods

EDUC 505 Discourse, Schooling, and Learning Communities

EDUC 515 Advanced Theories of Literacy

EDUC 516 Innovations in Literacy Instruction: A Strategic Approach*

EDUC 517 Multiple Literacies*

Doctoral courses:

EDUC 650 Dissertation Proposal Development Seminar

EDUC 658 Narrative Approaches to Literacy Research*

EDLD 653 Emerging Issues in Literacy Research: Ethnographic Approaches

EDUC 851 Communication and Cognition* with Drs. Flood and Lapp, SDSU

Credential courses (Graduate and Undergraduate):

EDUC 383/583 Methods of Teaching Literacy (Elementary)

EDUC 384/584 Literacy Across in the Content Areas (Secondary)

University Courses Developed and Taught at the University of Michigan:

ED 402 Reading and Writing in the Content Areas (Secondary)

Masters Thesis Committees – University of San Diego:

Amy Stiles-Hodel. (2002). Teachers who use a multiple literacies approach: Analyzing motivating factors and belief systems. *chair*

Julie Judd. (2002). The standards, multiple literacies and emergent literacy. *chair*

Masters Thesis Committees – University of Canterbury New Zealand:

Rosemary Adams. (2005). Constructing meaning from mentoring: The experiences of mentors and mentees. *Outside examiner*.

Doctoral Committees – University of San Diego:

Helen Eckmann. (2003). You are with someone who is a fighter: Constructing a model of transformation which can occur in surviving breast cancer. *chair*

Charles (Rod) Girvin. (2001). The role of a middle school assistant principal in establishing and maintaining a positive school climate. *member*

David Herrera. (2004). Finding meaning by participating in decisions affecting us, our work and our lives: Lessons learned at Mondragon. *member*

Mary Ann Kaczmariski. (2002). Heritage College: Partnership leadership as catalyst to a multicultural learning community. *member*

Cynthia McDaniel. (2004). "Getting along in the world:" Exploring future teachers' responses to children's literature through a framework of critical literacy. *member*

Gregory Ponce. (2001). A case study of shared governance at Imperial Valley College. *member*

Susan Smith. (2001). A cross-case study of teachers perceptions of program design and teaching efficacy: The Seaview Reading Support Program. *member*

Rebecca Woolston. (2001). Faculty perceptions of dean transitions: Does trust matter? *member*

Doctoral Committees – The Pennsylvania State University:

Karen Pletcher, member *in progress*

Alicia McDyre, member *in progress*

References:

Dr. Annemarie Palincsar

Professor of Education, Literacy, Language and Culture
Jean and Charles Walgreen Professor of Reading and Literacy
University of Michigan School of Education, 4121 SEB
610 East University Avenue,
Ann Arbor, Michigan 48109-1259
Phone: (734) 647-0622 Fax: 734-936-1606 E-mail: annemari@umich.edu

Dr. Elizabeth Birr Moje

Associate Professor of Education, Literacy Language and Culture
Arthur F. Thurnau Professor in Educational Studies
University of Michigan School of Education, 4107 SEB
610 East University Avenue
Ann Arbor, Michigan 48109-1259
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Dr. Patrick Shannon

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Professor-in-Charge, Language Culture and Society
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Department of Curriculum and Instruction
Pennsylvania State University
University Park, PA 16802
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Dr. Judith Green

Professor of Literacy and Teacher Education
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Santa Barbara, CA
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Dr. Elizabeth Dutro

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School of Education, Room 315
University of Colorado at Boulder
249 UCB
Boulder, CO 80309
Phone: 303-492-7946 FAX: 303-492-7090 E-mail: Elizabeth.Dutro@colorado.edu