

Vita
GAIL STYGALL

Department of English
University of Washington
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EDUCATION:

BA, Indiana University, Indianapolis, 1981.
Qualifying examinations August 1986.
Composition, Phonology, Language Variation/Sociolinguistics
Oral examination, August 1987.
Language, Interpretation and the Law
Ph.D., Indiana University, Bloomington, 1989.

DISSERTATION: "Trial Language: Contrasts in the Discourse Processing of Lawyers and Jurors in an Indiana Court."

Citation: Levi, Judith. *ABA Bibliography on Legal Language*, 1993. 9.

EMPLOYMENT:

Associate Instructor, Indiana University-Purdue University at Indianapolis, 1981-1984.
Lecturer, Indiana University-Purdue University at Indianapolis, 1985-1988.
Assistant-to-the-Director of the Writing Program, Indiana University-Purdue University at Indianapolis, 1985-86.
Coordinator, Freshman Writing, Indiana University-Purdue University at Indianapolis, 1986-1987.
Coordinator, English Placement, Indiana University-Purdue University at Indianapolis, 1986-1988.
Assistant Professor, Linguistics and Composition/Rhetoric, Miami University, 1988-1990.
Assistant Professor, University of Washington, 1990-96.
Adjunct Assistant Professor, Women Studies, University of Washington, 1990-1996.
Adjunct Associate Professor, Speech Communications, University of Washington, 1998-2001.
Director, Expository Writing Program, University of Washington, 1997-2003.
Adjunct Associate Professor, Women Studies, University of Washington, 1996-2006.
Associate Professor, University of Washington, 1996-2006.
Adjunct Professor, Women Studies, University of Washington, 2006--.
Professor, University of Washington, 2006--.

GRANTS AND AWARDS:

Director, "Writing Portfolio Assessment Program," Center for the Study of Writing, with Donald Daiker, Jeffrey Sommers, and Laurel Black, (all Co-Directors, no Principal Investigator), Spring, 1990. [\$500].
"Acceptable Misunderstandings," Summer Research Appointment, Miami University, Summer, 1990 (Principal Investigator). [\$3,500, declined].

- Director, "Writing Portfolio Assessment Program." Writing Program Administrators, with Donald Daiker, Jeffrey Sommers, and Laurel Black, (all Co-Directors, no Principal Investigator), Summer 1990. [\$500].
- "Acceptable Misunderstandings." Graduate School Research Fund, Summer, 1991 (Principal Investigator). [\$3,711].
- Director, "Writing Portfolio Assessment," Fund for the Improvement of Post-Secondary Education, U.S. Department of Education, PR Award #P116B00918. With Donald Daiker, Jeffrey Sommers, and Laurel Black, (all Co-Directors, no Principal Investigator), held at Miami University, 1990-1992. [\$167,000].
- Director, "The Discourse of Divorce," Royalty Research Fund. University of Washington, 1994-96. [\$22,806].

PUBLICATIONS:

Books:

- Trial Language*, John Benjamins, Amsterdam, 1994; 226 pp. [Refereed]
- New Directions in Portfolio Assessment*, with Donald Daiker, Jeffrey Sommers, and Laurel Black. Co-Editor. Boynton/Cook Publishers, Portsmouth, NH, 1994; 346 pgs. (2nd printing, 1998) [Refereed] .
- CCCC Bibliography of Composition and Rhetoric, 1995*. Editor; with Kathleen Murphy; Carbondale, IL: Southern Illinois University Press. (1999); 251 pgs.
- Discourse Studies and Composition*. Editor, with Ellen Barton. Cresskill, NJ: Hampton Press, 2002; 416 pgs.
- Academic Discourse: Readings for Argument and Analysis*, 3rd Edition; Thomson Publishing, 2003; pgs.
- Reading Context*. Boston, MA: Wadsworth/Thomson Learning, 2004; 742 pgs.
- Instructor's Manual for Reading Context*. Boston, MA: Wadsworth/Thomson Learning. (June 2005). http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=0155058177&discipline_number=300

Contributions to Books:

- "Texts in Oral Contexts: The 'Transmission' of Jury Instructions in an Indiana Trial," *Textual Dynamics in the Professions*, Eds. Charles Bazerman and James Paradis, Madison, WI: University of Wisconsin Press, 1991, pp.234-253. [Refereed]
- "Introduction." *New Directions in Portfolio Assessment*. Principal Author with Donald Daiker, Jeffrey Sommers, and Laurel Black. Boynton/Cook Publishers, 1994, pp. 1-9. [Invited]
- "Gendered Textuality: Assigning Gender to Portfolios." In *New Directions in Portfolio Assessment*. Principal author. With Donald Daiker, Jeffrey Sommers, and Laurel Black. Boynton/Cook, 1994, pp. 248-262. [Refereed]
- "The Pedagogical Implications of a College Placement Portfolio." With Donald Daiker, Jeffrey Sommers. In *Assessment of Writing: Politics, Policies, Practices*. Eds. Edward M. White, William Lutz, and Sandra Kamusikiri. New York: MLA, 1996, 257-270. [Refereed]
- "Women and Language in the Collaborative Classroom." In *Feminism and Composition Studies: In Other Words*. Eds. Susan Jarratt and Lynn Worsham. New York: MLA, 1998, 318-341 [Refereed]

- “Discourse Studies.” *Coming of Age: The Advanced Writing Curriculum*. Eds. Linda K. Shamon, Rebecca Moore Howard, Sandra Jamieson and Robert Schwegler. Portsmouth, NH: Boynton/Cook, 2000, 66-70. [Invited]
- “Introduction: Composition and Linguistics, A Complicated History,” In *Discourse Studies in Composition*, with editors Ellen Barton and Gail Stygall. Cresskill, NJ: Hampton Press, 2002. 1-18. (see book)
- “Legal Texts and Narrative Discourse Analysis.” In *Discourse Studies and Composition*. Eds. Ellen Barton and Gail Stygall. Cresskill, NJ: Hampton Press, 2002. 257-82. (see book)
- “Certifying the Knowledge of WPAs,” *The Writing Program Administrator’s Resource: A Guide to Reflective Institutional Practice*. Eds. Stuart C. Brown and Theresa Enos. Mahwah, NJ: Erlbaum, 2002, 71-87.
- “Bridging Levels: Composition Theory and Practice for Preservice Teachers and TAs.” In *Teaching of High School English and First Year Writing Teachers*. Eds. Robert Tremmel and William Broz. Portsmouth, NH: Boynton/Cook, 2002. 40-49. [Invited]
- “Textual Barriers to United States Immigration,” *Language in the Legal Process*. Ed. Janet Cotterill. Houndmills, England and New York: Palgrave, 2002. 35-53. [Invited]

Essays and Articles:

- “Interview with Dan Wakefield,” *Arts Insight*, Indianapolis, June, 1986. [Invited]
- “Ethics and Writing: From Fields of Battle to Toulmin’s Argument Fields,” *Journal of Teaching Writing*, 6.1, 1987, pp. 93-107 [Refereed]
- “Preface to the Instructor’s Manual,” *Elements of Argument. Instructor’s Manual*, 2nd ed., 3rd ed., 4th ed., 5th ed. Boston: Bedford Books, 1987-1998. [Invited]
- “Politics and Proof in Basic Writing,” *Journal of Basic Writing* 7 (1988): pp. 28-41 [Refereed]
- “Teaching Freire in North America: A Review-Essay of Ira Shor’s *Freire for the Classroom: A Sourcebook of Liberatory Teaching*,” *Journal of Teaching Writing*, 8 (1989), pp. 113-125. [Invited]
- “The Best of Miami’s Portfolios,” Oxford, OH: Miami University, 1990. ERIC Document No. ED 326571. With Donald A. Daiker, Jeffrey Sommers and Laurel Black. Co-author. [Refereed]
- “The Challenges of Rating Portfolios: What WPAs Can Expect.” *WPA: Writing Program Administration* 17 (Fall 1993), pp. 7-29. With Jeffrey Sommers, Laurel Black, and Donald Daiker. Co-Author. [Refereed]
- “Resisting Privilege: Basic Writing and Foucault’s Author Function,” *College Composition and Communication* 45.3 (October 1994), pp. 320-341. [Refereed]
- Reprint:** *Landmark Essays on Basic Writing*, Hermagoras Press, Mahwah, NJ, 2001: 185-203.
- “A Room for Review,” *Journal of Teaching Writing* 14.1-2 (1995): 146-50. [Invited]
- “Evaluating the Intellectual Work of Writing Program Administrators: A Draft.” With Charles Schuster and Judy Pearce. *WPA: Writing Program Administration* 20.1-2 (1997): 92-103. [Invited]

- “Unraveling at Both Ends: Anti-Undergraduate Education and Anti-Affirmative Action, and Basic Writing at Research Schools.” *Journal of Basic Writing* 18.2 (Fall 1999): 4-22. [Refereed]
- At Century’s End: The Job Market in Rhetoric and Composition.” *Rhetoric Review* 18.2 (Spring 2000): 375-89. [Invited]
- “A Different Class Of Witnesses: Experts In The Courtroom,” *Discourse Studies*: 3.1, (2001). pp. 327-49. [Refereed]
- “A Report from a Writing Program Director in the Trenches: TAs and Unionization.” *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition and Culture* 3.1 (2002). 7-19. [Invited]
- "English Departments and the Circulation of Higher Education Policyspeak." *ADE* 143 (Fall 2007): 26-31. [Invited].

Reviews:

- Dennis K. Mumby (Ed.), *Narrative and Social Control: Critical Perspectives*, Sage Annual Reviews of Communication Research, Vol. 21, Newbury Park, CA: Sage Publication, 1993, in *Discourse and Society*, 6.1, January 1995, pp. 138-40.
- Catherine Kohler Riessman, *Narrative Analysis*, Vol. 30. Qualitative Research Methods. Newbury Park, CA, London, and New Delhi: Sage Publications, 1993 in *Discourse and Society*, 6.1, January 1995, pp. 138-40.
- “Miriam Brody’s *Manly Writing: Gender, Rhetoric, and the Rise of Composition*.” *Modern Language Quarterly*, (June 1995). pp. 238-241.
- John Gibbons, ed. *Language and the Law*. London: Longman, 1994, in *Discourse and Society*, 7:1 (January 1996). pp. 145-46.
- Dennis Kurzon, *A Tale of Two Remedies: Equity, Verb Aspect and the Whorfian Hypothesis*, in *Forensic Linguistics*, 7.1 (2000). pp. 137-140.
- Sandra L. Ragan, Dianne G. Bystrom, Lynda Lee Kaid and Christina Beck (eds.) (1996), *The Lynching of Language: Gender, Politics, and Power in the Hill-Thomas Hearings*, in *Forensic Linguistics*, 7.1 (2000). pp. 129-130.
- Shelley Angéll-Carter. *Stolen Language: Plagiarism in Writing*, London: Pearson Education, 2000. *Journal of Sociolinguistics* 6.3 (August 2002): 472-4.
- Laura Gray-Rosendale and Gil Harootunian, eds. *Fractured Feminisms: Rhetoric, Context, and Contestation*, Albany, NY: SUNY Press, 2003. *Rhetoric Review* 23.3 (2004): 269-73.

Journal, Special Issue:

- Guest Editor, **Special Issue on Artifacts in the Teaching of Writing**. *Journal of Teaching Writing*. (1999). "Artifacts in the Teaching of Writing: Curriculum Guides, Textbooks, and Handbooks," 203-212. [Invited]

Electronic Work:

- CCCC Bibliography of Composition and Rhetoric, 1996. Editor with Todd Taylor. (1999).** <<http://www.ibiblio.org/cccc/>>
- CCCC Bibliography of Composition and Rhetoric, 1997. Editor with Todd Taylor. (2000).** <<http://www.ibiblio.org/cccc/>>

WORK IN PROGRESS:

Books:

The Disciplinary Divorce: Foucault, Family Law, and Narrative in Our Times

Articles:

“Why AP English Should Matter to Us.” To be submitted to *College English*..

"The 'Standards' Project: Articulation between High Schools and Colleges and Universities." To be submitted to *Teaching English in the Two Year College*. [Invited]

“Did They Really Say That?: *The Women of Wenatchee, Confessions, and Linguistic Analysis*.” To be submitted to the *Journal of English Linguistics*. [Refereed]

PROFESSIONAL ACTIVITIES:

Conferences, Lectures, Readings:

Paper, “Response Theory in the Writing Classroom, or Is There A Reader in This Class?” Indiana Teachers of Writing, Indianapolis, IN. September, 1984. [Refereed]

Workshop, “Rhetorical Strategies for CPAs,” presented to the Indiana Society of Certified Professional Accountants, Indianapolis, IN. August, 1985. [Invited]

Paper and workshop, “The Ethics of Teaching Writing,” Indiana Teachers of Writing, Indianapolis, IN. September, 1985. [Refereed]

Paper, “From Perfunctory to Engaged: The Reader in the Writing Classroom,” Indiana University Language Arts Conference, Bloomington, IN., November, 1985. [Invited]

Paper, “Ethics and Writing: From Fields of Battle to Toulmin’s Argument Fields,” Conference on College Composition and Communication, New Orleans, March, 1986. [Refereed]

Paper, “Reader Response Theory and Composition.” Literacy Conference. University of San Francisco, San Francisco, June 1986. [Invited]

Paper, “Getting the Most Professionally out of Part-Time Status: Three Case Studies,” Conference on College Composition and Communication, Atlanta, March 1987. [Refereed]

Paper, “Competency for Freshman Composition: What Abilities Do Freshman Writers *Really* Need?” Indiana Teachers of Writing, Indianapolis, IN. September, 1987. [Refereed]

Paper, “Three Case Studies of Part-Time Professionals,” Midwest Modern Language Association, Columbus, OH, with Barbara Cambridge, November, 1987. [Refereed]

Response paper, “Completing the Paradigm Shift,” response to session on “Writing about Literature,” Midwest Modern Language Association, St. Louis, November, 1988. [Invited]

Paper, “‘Reduced to Writing’ and ‘This Case’: Two Genres of Legal Texts,” Midwest Modern Language Association, St. Louis, November, 1988. [Refereed]

Paper, “Storytelling: The Regulation of Rhetoric in a Legal Community,” Central States Anthropology, South Bend, IN., March, 1989. [Refereed]

Paper, “Discourse Analysis, Conferencing and Writing Groups: When Listening

- and Content Analysis Aren't Enough," Penn State Conference on Rhetoric and Composition, University Park, PA., July, 1989. [Refereed]
- Paper, "Gendering the Plaintiff's Attorney: Storytelling As Rhetorical Regulation in a Legal Community," American Anthropological Association, Washington, D.C., November, 1989. [Refereed]
- Paper, "Resisting Privilege: Learning the Lives of Basic Writers," Conference on College Composition and Communication, Chicago, March, 1990. [Refereed]
- Paper, "Basic Level Concepts and Scripts: Contrasts in Discourse Processing of Legal Events," International Pragmatics Association, Barcelona, Spain, July 1990. [Refereed]
- Paper, "Discourse in the Disciplines." Puget Sound Writing Project Summer Seminar, August, 1990. [Invited]
- Paper, "Deconstruction and the Law," University of Washington Law School Interdisciplinary Colloquium, August, 1990. [Invited]
- Paper, "Assessment Alternatives: Portfolios and Minorities," Puget Sound Educational Consortium-Phi Delta Kappa Spring Quarter, Bellevue, WA., March, 1991. [Invited]
- Paper, "Play It Again Sam: What Discourse Analysis Can Tell Us about Writing Classrooms." Director, Pre-Convention Workshop, Conference on College Composition and Communication, Boston, MA., March, 1991. [Refereed]
- Paper, "Validity in Portfolio Assessment," Conference on College Composition and Communication, Boston, MA., March, 1991. [Refereed]
- Paper, "Writing Portfolio Assessment." WPA Session, National Council of Teachers of English, Seattle, WA., November 1991. [Invited]
- Paper, "On Fiction vs. True Crime: Constructing a Case in *Fatal Vision*," Third Annual Professional Responsibility Institute, Continuing Legal Education, Seattle, WA., November 1991. [Invited]
- Paper, "Law, Literature, and Television: Fact or Fiction?" Roundtable panel discussant. Third Annual Professional Responsibility Institute, Continuing Legal Education, Seattle, WA., November 1991. [Invited]
- Paper and workshop, "Portfolio Assessment in College: Possibilities for ESL Classrooms," ESL Faculty Workshop, University of Washington, February, 1992. [Invited]
- Paper, "Scenes from the Civil Courtroom: Rhetoric, Expertise and Commonsense Narratives," Conference on College Composition and Communication, Cincinnati, OH, March 1992. [Refereed]
- Paper and workshop, "Portfolios in College Assessment," American Association for Higher Education, Miami Beach, June, 1992, presented by Laurel Black. [Invited]
- Paper and workshop, "Administrative Research: Lessons from the *FIPSE* Portfolio Project at Miami University," Writing Program Administrators, Breckenridge, CO., July 1992, presented by Laurel Black. [Invited]
- Paper, "Gendered Textuality," Fourth Miami University Conference on the Teaching of Writing, Oxford, OH., October 1992. [Invited]
- Paper and Workshop, "Using the Internet to Teach Upper and Lower Division Courses," UWired Project, September 1994. [Invited]
- Paper and Workshop, "Using E-Talk in the Classroom." UWired Faculty Series,

- November 1994. [Invited]
- Paper, "The Use and Abuse of the Internet Discussion Group." Virtually Yours Faculty Symposium, University of Washington, March, 1995. [Invited]
- Paper, "Crossing the Chasm: A Personal Conversation between Two-Year and Four-Year Schools." With Judy Ann Pearce. National Council of Writing Program Administrators. Summer Conference. Bellingham, WA, July 1995. [Invited]
- Paper, "Inclusive Language or Censorship? Speech Codes, Feminism, and the Classroom." NCTE; American Dialect Society session. San Diego, CA. November, 1995. [Invited]
- Paper, "Divorce and Narratives of Domestic Violence." Conference of the Society for the Study of Narrative. Columbus, OH, April 1996.
- Paper, "Class, Codes, and the Rhetoric of Reflectivity," NCTE Conference on Reflectivity, Albuquerque, NM, June 1996 (Invited, Featured Speaker).
- Paper, "Narrative, Law, and Domestic Violence: Telling 'My Side' of the Story," Narrative and Metaphor in the Disciplines, Conference of the South Pacific Comparative Literature Association, Auckland, NZ, July, 1996. [Refereed]
- Paper and Workshop, "Discourse Studies and Composition: A Workshop in Multiple Methods." With Ellen Barton. Conference on College Composition and Communication. Phoenix, AZ. March, 1997. [Refereed]
- Paper, "Tabletop Mountains and Narrow Valleys: The Topography of the MLA and CCCC Bibliographies," Conference on College Composition and Communication. Phoenix, AZ, March, 1997. [Refereed]
- Paper, "Certifying Knowledge: Options for WPAs." National Council of Writing Program Administrators. Summer Conference, Houghton, MI. July 1997. [Refereed]
- Paper, "Contemporary Scholarship in Composition and Rhetoric: The View from the *CCCC Bibliography*." The Research Network. Plenary Speaker. Conference on College Composition and Communication. Chicago, IL., April 1998. [Invited]
- Paper, "Rhetorical Education in English." Rhetorical Education Conference. University of Washington. January 1999. [Invited]
- Paper, "Unraveling at Both Ends: Anti-Undergraduate Education, Anti-Affirmative Action, and Basic Writing at Research Schools." Conference on College Composition and Communication. Atlanta, GA. March 1999. [Refereed]
- Paper, "Specialization in Rhetoric and Composition: A Report on the Job Market." Preconvention Meeting of the Doctoral Consortium of Programs in Rhetoric and Composition. Conference on College Composition and Communication. Atlanta, GA. March 1999. [Invited]
- Paper and workshop, "Assessing the Disciplinary-Based Writing of Washington Seniors: What We Did, What We Learned, and What We Will Do Next." With Gerald Gillmore and Donna Qualley. Higher Education Assessment Conference. Spokane, WA. May 1999. [Refereed]
- Paper, "The (Mis)Construction of Expertise in the OJ Trial: Robin Cotton and DNA Testing." International Association of Forensic Linguistics. Birmingham, England, UK June 1999. [Refereed]

- Paper, "The WPA and Writing Assessment." With Donna Qualley. National Council of Writing Program Administrators. Summer Conference. West Lafayette, IN. July 1999. [Refereed]
- Paper, "What Did They *Really* Say? The Wenatchee Confessions." Continuing Legal Education Program. Seattle, WA. April 2000. [Invited]
- Paper, "The Discourse of Expert Witnessing in the Courtroom." Georgetown University Roundtable on Linguistics. Washington, D.C. May 2000. [Refereed]
- Paper, "Planning for Writing/Evaluating Writing." CIDR Quarterly Forum on Teaching and Learning, University of Washington, January 2001. [Invited]
- Paper and Workshop, "Discourse Studies and Composition: Narrative." CCCC. Denver, CO. March 2001. [Refereed]
- Paper, "Learning to Negotiate the Rhetorics of Professionalism and Management." CCCC. Denver, CO. March 2001. [Refereed]
- Paper, "The Non-Articulation Articulation Meeting: Resolving Differences between Two- and Four-Year Composition Programs." CCCC. New York. March 2003. [Refereed]
- Paper, "The View from the Top: Higher Education Policy." CCCC. March 2005. San Francisco. [Refereed]
- Paper, "The Women of Wenatchee." The Evergreen State College. January 2006.
- Paper, "Where Do These Ideas Come From? Higher Education Policy." ADE West. June 2006. Blaine, Washington. [Invited]

Services to Other Educational Institutions:

Indiana University-Purdue University at Indianapolis:

School of Education Testing Committee, 1986-88.

School of Liberal Arts, Technology and Computers, 1987-88

Indiana University-Purdue English Department:

Associate Faculty Rights Committee, 1982-84.

Associate Faculty Promotions and Priorities Committee, 1982-84.

Standing Committee on W132, 1982-84.

Acting Coach, IUPUI Debate Team, 1982.

Guest Lecturer, Women's Studies Colloquium, 1985-88.

Lecturers' Review Committee, 1985-86.

Writing in the English Department Committee, 1986-87.

Scheduling Committee, 1986-87.

Graduate Studies Committee, 1986-87 (MA proposal for Indianapolis campus).

Writing Coordinating Committee, 1986-87.

Director, Freshman Composition, 1986-87.

Director, Placement, 1986-87

Miami University:

Honors Program Advisory Committee, 1989-90.

Small Grants Committee, 1989-90.

Linguistics Program Advisor, 1988-90.

Miami University: English Department:

Search Committee, 1989-90.

Teaching Evaluation, 1989-90.

Graduate Admissions, 1989-90.

Committee on Expository Writing, 1989-90.
Chair's Advisory Committee (elected), 1989-90.
Assistant Chief Rater, Writing Proficiency Exam, 1989.
Chief Rater, Writing Proficiency Exam, 1990.

Tenure and Promotion Reviews:

Steve Fox, Indiana University-Purdue University at Indianapolis, 1997.
Mark Gellner, Kettering University, 1999.
Richard Miller, University of Michigan, 2000
Patrick Bruch, University of Minnesota, 2005.
Derek Soles, Drexel University, 2005.
Eli Goldblatt, Temple University, 2007.
Anne Beaufort, University of Washington Tacoma, 2007.

Service to the University of Washington:

English Department

English Education Committee, 1990-91.
Expository Writing Committee, 1990-91, 1997-2003.
Graduate Studies Committee, 1991-93; Chair 1992-93, 1997-2003.
Faculty Mentor, Intermediate Expository Writing, 1991-94.
Composition Administrators Coordinating Committee, 1991-1994.
Heilman Dissertation Prize Committee, 1991.
Executive Committee, 1993-94, 1994-95.
Search Committee, Senior Americanist, 1993-94.
Johnson Master's Essay Prize Committee, 1993.
Faculty Mentor, Educational Opportunity Program, 1994-96.
Placement Committee, 1995-96. Chair, 1996-97.
Search Committee, Language and Rhetoric Positions, 1997-98; 1998-99.
M.A. Advisor, Language and Rhetoric, 1997-2003.
Tenure Committee, Heidi Riggenbach, 1997-98.
Tenure Committee, Gregg Crane, 2000.
Tenure Committee, Anis Bawarshi, 2003.

College and University

Faculty Speaker, Spring Orientation for Entering Students, March 1994, March 1995, Summer Orientation August 1995.
Autumn and Spring Meetings, WA State Universities' Composition Directors, 1997-98.
Speaker, "Writing Assessment," Fall Honors Retreat, 1998.
Representative, Office of the Superintendent of Public Instruction's Secondary Certification Standards Committee, Secondary English, April, 1998.
Representative, Higher Education Coordinating Board Academic Standards Meetings, May, 1996-2001.
Provost's Task Force on Graduate Student Roles and Responsibilities, 2000-2002.
Provost's Task Force on Admissions, 2001.
Director, Faculty Retreat on Writing in the Discipline, February 2001.
Faculty Counterpart, Simpson Center Cross Disciplinary Research Initiative for Associate Professors, Steve Herbert, Geography, 2005-2006.
Representative, Higher Education Coordinating Board, English Standards, 2005-2006.

Faculty Governance

Faculty Senate, 1993-95; 1995-97, 2001-2003; 2003-2008.
 Faculty Senate Executive Committee Group 1 Representative, 1995-96, 2001-2002.
 Representative, Higher Education Coordinating Board, Senior Writing Assessment Project/Baccalaureate Institutions, 1998-2001.
 Faculty Senate Adjudication Panel, 1999-2005.
 Task Force on Distance Learning, 2000-2001.
 Faculty Council on Academic Standards, 2000-2005.
 Subcommittee on Admissions and Graduation, 2002-2005.
 Chair, 2003-2005.
 Subcommittee on Distance Learning, 2002-2004.
 Deputy Faculty Legislative Representative, 2002-2003.
 Senate Committee on Planning and Budgeting, 2002--.
 Faculty Legislative Representative, 2003-2005.
 Co-Chair, Washington State Council of Faculty Representatives, 2003-2005.
 Vice-Chair, Faculty Senate, 2005-2006.
 Chair, Faculty Senate, 2006-2007.
 Chair, Senate Committee on Planning and Budgeting, 2007-2008.

Service to Professional Organizations:

Scholarly Journals

Reader, *Forum in Reading and Language Education*, 1985.
 Reader, *Journal of Teaching Writing*, Editorial Board, 1985-86; 1991-99;
 Reviews Editor, 1995-2004.
 Reader, *Journal of Advanced Composition*, 1992--.
 Reader, *College Composition and Communication*, 1993--..
 Reader, *College English*, 1995--.
 Reader, *Written Communication*, 1999--.
 Reader, *Rhetoric Review*, 2000--..
 Editorial Board Member, *Pedagogy*, 2000-2006.
 Reader, *Language*, 2000--.
 Contributing Editor, *The Writing Instructor*, 2000--.
 Reader, *Southwest Journal of Linguistics*, 2002--.
 Reader, *Text and Talk*, 2006--.

Other Organizations

Prelude Awards Judge (Indianapolis area scholarship), 1985.
 Consortium on Inter-University Cooperation (Big 10 Schools and affiliates)
 Composition Directors' Meetings 1985, 1986.
 NCTE Regional Writing Awards Judge, 1985, 1986, 1987.
 Executive Board Member, Center for the Study of Writing, Miami University,
 1989-90.
 Occasional Reviewer, Bedford Books/St. Martin's, Houghton Mifflin, Harcourt,
 Macmillan, Routledge, Georgetown University Press, 1989--.
 Candidate, CCCC Executive Committee, 1991.
 Contributing Bibliographer, *CCCC Bibliography*, 1989, 1990, 1993, 1994.
 Supervisor, Graduate Student Bibliographers at UW, 1993, 1994.
 Executive Committee Member, National Council of Writing Program
 Administrators, 1995-98.
 Representative, Doctoral Consortium in Rhetoric and Composition.
 Contributing Bibliographer, *The Bedford Bibliography for Teachers of Basic*

Writing. Eds. Linda Adler-Kassner and Gregory R. Glau for The Conference on Basic Writing. Boston: Bedford's/St. Martin's, 2002.
AILA (Association Internationale de Linguistique Appliqué) Convenor, Rhetoric and Stylistics, 2004-2005.

Professional Organizations And Consulting:

National Council of Teachers of English, 1983–.
Conference on College Composition and Communication, 1983–.
Sections: Conference on Basic Writing and Association of Teachers of Advanced Composition.
Linguistic Society of America, 1984–.
International Linguistics Association, 1987-1997.
American Association for Applied Linguistics, 1988–.
International Pragmatics Association, 1988–.
International Association of Forensic Linguistics, 1994–.
Host, International Association of Forensic Linguists, University of Washington, July 12-15, 2007.
National Council of Writing Program Administrators, 1990–; Executive Committee, 1995-1998.

Legal Consulting:

(An extended description of the linguistic issues related to these cases is available upon request.)

Monaghan and Metz, Attorneys-at-Law, San Diego, CA., 1987. (employment discrimination)
Schreiber and Sevenish, Attorneys-at-Law, Indianapolis, IN., 1988. (confession evidence, police interrogations)
Seed & Berry, Attorneys-at-Law, Seattle, WA., 1993. (trademark)
John Nance, Attorney-at-Law, Tacoma, WA., 1994. (QDRO)
Brock and Hitchcock, Attorneys-at-Law, Charleston, S.C., 1994. (employment discrimination)
John Caldbick, Attorney-at-Law, Seattle, WA 1997. (insurance policy language)
Jay Stansell, Seattle WA, 1999. (INS)
Townsend & Townsend & Crew, Seattle, WA and San Francisco, CA, 1999. (patent)
Innocence Project Northwest, Seattle and Wenatchee, WA, 1999. (confession evidence, 5 different cases)
Jaqueline Tacher, Seattle, 2000 (employment discrimination)
Cogdill Nichols Rein, Everett, 2000. (analysis of personal letters)
Robins, Kaplan, Miller & Ciresi, Los Angeles, 2001. (insurance policy language)
Seed IP/Preston, Gates and Ellis, Seattle 2002 (trademark)
Spokane Public Defender Association, Spokane 2003 (confession evidence; police interrogations)
Driskell and Gordon, Glendora, CA, 2007 (analysis of emails and letters)

PUBLIC SERVICE:

Interview, David Powell, "Slang Draws the Ever-Changing Line Between Us and Them," *Indianapolis Star*, February 10, 1985.
Interview, Tom Cochrun, "Literacy," WTHR, Indianapolis, April 21, 1986.
Background Interview, Ben Stroud, "The Class of 2000," WTHR, Indianapolis,

- September 15, 1987.
- Panel Discussion, "On the English Language," Dick Wolfsie, Host, "AM Indiana," WTHR, Indianapolis, September 29, 1987.
- Cultural Enrichment Committee, Beacon Hill School, Seattle, 1991-92.
- Panel Discussion, "Getting Your First Job after Graduate School," Northwest Center for Women, May 4, 1993.
- Lecture, "Men, Women, and Language." Hopper Society, Microsoft Corporation, Redmond, November 1993.
- Workshop, "Language and Gender." Hopper Society, Microsoft Corporation, Redmond, December 1993.
- Interview, Dave Beck. "Slang." KUOW, May 12, 1998.
- "Contemporary Slang," Shoreline Rotary, January 6, 1999.
- "Covering the WTO," Free Speech and the WTO Panel, University of Washington, April 2000.
- Workshop, "First Year English at Washington's Four-Year Schools, Kennewick School District, August, 2006.

GRADUATE STUDENT SUPERVISION:

Dissertation Supervisor:

- Laura Thomas, Ph.D., Summer 1991, "'Reading' Content Area Classrooms: Writing and Reading Across-the-Curriculum as Survival," Miami University.
- Laurel Black, Ph.D., Summer 1993, "Language, Power, and Gender in Student-Teacher Conferences," Miami University. Co-Supervisor with Donald Daiker.
- Wendy Swyt, Ph.D., Autumn 1995, "Discursive Pedagogies: A Post-Process Analysis of the College Writing Course."
- Kirk Branch, Ph.D., Spring 1997, "Telling Stories: Language and Lives in Adult Literacy Narrative."
- Linda Young, Ph.D., Summer 1997, "House of Mirrors: Reflection and Composition."
- Laurie Stephan, Autumn 1999, "Political Correctness vs. Freedom of Speech: Language Ideologies and Their Social Uses." Co-Supervisor with Juan Guerra.
- Arlene Plevin, Ph.D., Autumn 2000, "Writing, Self, and Community: The Ethical Rhetoric of Place."
- Kim Emmons, Ph.D., Spring 2003, "More Than Blue: Discourses of/on Women and Depression."
Winner: Heilman Dissertation Prize, 2004.
- Maureen Phillips, Ph.D., Spring 2006, "Birthing a Third Gender: The Discourse of Women in the American Military."
- Jason Ens, Ph.D., Spring 2006, "Making Engagement: Education Reform Discourse and Organizational Change."
- Juan Li, Ph.D., Spring 2006, "Discursive Construction of Nationalist Ideologies in Times of Crisis: A Comparative Approach to the News Media in the United States and China."
- Amy Vidali, Ph.D., Spring 2006, "'Disabling Discourses': Disability Identity in

Institutional Texts.”

Teagan Decker, Ph.D., (Spring 2007), "From Social Justice to Diversity: Tracing the Discourses of Affirmative Action."

Krisda Chaemsaithong, Ph.D. (Spring 2007), "Linguistic and Stylistic Construction of Witchcraft and Witches: A Case of Witchcraft Pamphlets in Early Modern England."

Gwen Mathewson (current).

Darlene Rompogren (current).

Michelle LaFrance (current).

Rebecca Castner, Women Studies (current). [Co-Chair with Angela Ginorio]

Dissertation Reading Committee Chair:

Vivyan Adair, Ph.D., Autumn 1996, "From 'Good Ma' to Welfare Queen": A 'Genealogy' of the Poor Women in 20th Century American Literature, Photography and Culture."

Kari Tupper, Ph.D., Spring 1997, "Desire, Transgression and Confession: Women and Crime in American Law and Literature."

Bradley Paul Benz, Ph.D., Spring 2001, "ESL Trouble Spots: Composition Handbooks, Ideology and the Politics of ESL Writing and English as a Global Language."

Kimberly Emmons, Ph.D., Spring 2003, "More than Blue: Discourses of/on Women and Depression."

Dissertation Reading Committee Member:

June West, Ph.D., Spring 1993, "The Communicative Dimensions of Team Building in a Non-Traditional Instructional Setting," (Speech Communication).

Laura Brenner, Ph.D., Spring 1994, "'The Performing Cure': Power and Pleasure and How To Claim Them in Narrative Fiction and Film."

Brenda Weikel, Ph.D., Spring 1994, "Discussion in Social Studies: Community and Public Discourse in the Middle School," (College of Education).

Pamela Dawson, Ph.D., Autumn 1994, "The Communication of Social Support," (Speech Communication).

Rebecca Merrens, Ph.D., Autumn 1994, "Troping Tragedy: Women, Nature, and Theories of Order in Early Modern England."

Marcia Taylor, Ph.D., Spring 1996, "Literate Choices: Toward Defining a Literate Culture in the Middle School."

Karen E. Zedicker, Ph.D., Spring 1996, "Weaving a Learning Dialogue: The Theory and Practice of Martin Buber's Dialogic Communication in Two Classrooms." (Speech Communication)

Susan Jeanette Balter, Ph.D., Spring 1997, "Interpreting the Collective: How the Supreme Court Justifies the Rule of Law." (Speech Communications)

Julie Schrader-Villegas, Ph.D., Spring 1997, "The Racial Shadow in 20th Century American Literature."

Jennifer Holberg, Ph.D., Spring 1997, "Searching for Mary Groth: The Figure of the Writing Woman in Charlotte Bronte, Elizabeth Barrett Browning, E.M. Delafield, Barbara Pyn and Anita Brookner."

Susan Rhodes, Ph.D., Autumn 1997, "Active and Passive Voice Are Equally Comprehensible Writing." (Psychology)

Philip Gaines, Ph.D., Spring 1998, "Cross Purposes: A Critical Analysis of the Representational Force of Questions in Adversarial Legal Examination."

- John Eckman, Ph.D., Autumn 1998, "Confronting Modernity: Urbanization and American Fiction, 1880-1930."
- Carl Grove, Ph.D., "The Official English Debate in the United States: A Critical Analysis," Spring 1999.
- Sean Williams, Ph.D., Summer 1999, "Theorizing a Perspective on World Wide Web Argumentation."
- Billy Woodall, College of Education, Ph.D., "Language Switching: Evidence for a New Model of Second Language Writing," Spring 2000.
- Steve Browning, Ph.D., Winter 2002, "Webwriting 281: Coding, Compromise and Considerations for the World Wide Web."
- Bettina J. Woodford, Speech Communication, Ph.D., Spring 2002. "With Forked Tongues: Linguistic Ideologies and Language Choices among Castilian Speakers in Barcelona."
- Gail Kluepfel, Ph.D., Spring 2002. "Reading Textual Differences: Grammars, Epistemologies, and Their Subjects in Composition."
- Judith M.S. Pine, Anthropology, Ph.D., Summer 2002. "Lahu Writing and Writing Lahu: An Inquiry into the Value of Literacy."
- Sandra A. Youngquist, College of Education, Ph.D., Autumn 2003. "The Impact of Electronic Writing Proficiency on Student Writing Performance."
- Steven Mentor, Ph.D., Autumn 2004. "A Dissertation for Cyborgs."
- Amy Dunham Strand, Ph.D., Spring 2005. "Language, Gender, and Citizenship in American Literature, 1789-1919."
- Spencer Schaffner, Ph.D., Spring 2005. "Texturation in Everyday Life: American Field Guides to Birds and Their Use."
- Alison Tracy, Ph.D., Summer 2005. "Pedagogical Gothic: Education and National Identity in Early American Sensational Fiction, 1790-1830."
- Teresa Thonney, Ph.D., Autumn 2005. "Teaching Students about Writing in the Disciplines and Beyond."
- Catherine McDonald, Ph.D., Spring 2006. "The Question of Transferability: What Students Take Away from Writing Instruction."
- Meredith Lee, Ph.D., Summer 2007. "Writing as Cultural Action: Student Writing at a Bicultural School."
- Riki Thompson, Ph.D., Summer 2007.
- Melanie Kill (current).
- Lisa Thornhill (current).
- Deborah Bassett, Communications (current).

Ph.D. Exam Committee Chair:

- Kirk Branch, Ph.C., Autumn 1994.
- Maureen Phillips, Ph.C., Winter 1995.
- Gwen Mathewson, Ph.C., Spring 1996.
- Linda Meyers, Ph.C., Autumn 1996.
- Gail Kluepfel, Ph.C., Spring 1997.
- Suzanne Lepeintre, Ph.C., Spring 1997.
- Arlene Plevin, Ph.C., Summer 1997.
- Kim Emmons, Ph.C., Winter 2001.
- Jason Ens, Ph.C., Winter 2002.
- Darlene Rompogren, Ph.C., Spring 2002.
- Elizabeth Fischel, Ph.C., Spring 2003.
- Amy Vidali, Ph.C., Spring 2003.

Stacy Grooters, Ph.C., Fall 2004.
Spencer Schaffner, Ph.C., Winter 2004.
Meredith Lee, Ph.C., Spring 2004.
Juan Li, Ph.C., Spring 2004.
Krisda Chaemsaitong, Ph.C., Autumn 2005.
Teagan Decker, Ph.C., Autumn 2005.
Michelle LaFrance, Ph.C., Autumn 2006.
Rebecca Castner, Ph.C., Autumn 2006. (Co-Chair with Angela Ginorio)
Leticia Lopez (current).
Jason Jones (current).
Sarah Read (current).
Vinnie Oliveri (current).

Ph.D. Exam Committee Member:

Kari Tupper, Ph.C., Spring 1992.
Wendy Swyt, Ph.C., Winter 1993.
Steve Mentor, Ph.C., Winter 1994.
Marcia Taylor, Ph.C., Spring 1994.
David Edwards, Ph.C., Spring 1994.
Julie Schrader Villegas, Ph.C., Autumn 1994.
Vivyan Adair, Ph.C., Spring 1995.
John Eckman, Ph.C., Winter 1996.
Philip Gaines, Ph.C., Spring 1996.
Sue Balter, Ph.C., Speech Communications, Spring 1996.
Carl Grove, Ph.C., Autumn 1996.
Laurie Stephan, Ph.C., Winter 1997
Sean Williams, Ph.C. Spring 1998.
Kathleen Harrington, Ph.C. Spring 1998.
Steve Browning, Ph.C., Spring 1999.
Alison Tracy, Ph.C., Spring 1999.
Bettina J. Woodford, Speech Communications, Ph.C., Winter 2000.
Sandra Youngquist, College of Education, Ph.C., Winter 2000.
Brad Benz, Ph.C., Spring 2000.
Heather Easterling, Ph.C., Spring 2000.
Amy Dunham Strand, Ph.C., Spring 2001.
Gary Ettari, Ph.C., Spring 2001.
Catherine McDonald, Ph.C., Spring 2003.
Teresa Thonney, Ph.C., Autumn 2004.
Lisa Thornhill, Ph.C., Winter 2005.
Melanie Kill, Ph.C., Winter 2005.
Victoria Browning, Ph.C., Autumn 2005.
Lei Lani Michel, Ph.C., Winter 2006.
Deborah Bassett, Ph.C., Communication, Spring 2006.
Kristine Unsworth, Information School, Autumn 2006.
Oknam Park, Information School, Ph.C., Spring 2007
Angela Rounsaville, Ph.C., Spring 2007
Rachel Goldberg, Ph.C., Spring 2007.
Shannon Mondor, Ph.C., Autumn 2007.
Lisa Trigg, Nursing (current)

M.F.A. Thesis Committee Member:

Kevin Craft, M.F.A., Spring 1995.
Lodi McClelland, M.F.A., Spring 1995 (Dance).

M.A. Essay Director:

Diane Rawlings, M.A., Winter 1990, Miami University.
Kim Emmons, Spring 1999.
Amy Strand, Winter 1999.
Amy Vidali, M.A., Spring 2001.

M.A. Exam Committee Member:

Fredericke Ulmer, M.A., Winter 1996, Comparative Literature.
Lana Dalley, M.A., Winter 2001.
Riki Thompson, M.A., Spring 2002.

M.A. Essay Second Reader:

Elizabeth French, M.A., Summer 1990.
Julia Leyda, M.A., Spring 1995.
Janet Stegemeyer, M.A., Summer 1995.
John Derek Little, M.A., Spring 2000.
Meredith Lee, M.A., Spring 2002.

M.A.T. Essay Director

David Cho, M.A.T., Spring 2005.

TEACHING:

ENGL courses are University of Washington;
ENG courses are Miami University;
W,G, and L courses are Indiana University system courses.

LINGUISTICS COURSES:

ENGL 270, Cultural and Historical Background of English, an introductory course in topics in English language linguistics, ranging from history of English to contemporary sociocultural status.
ENGL 370, English Language Study, an introductory course in linguistics, with a focus on the English language.
ENGL 473, Language and Gender, a senior seminar/beginning graduate overview of the research and theory in language and gender.
ENGL 478, Language and Social Policy, a course examining the public policies regarding language, including immigration policy, citizenship, AAVE and HIE in the schools, languages of instruction and bilingualism, U.S. English;
ENGL 479, Language Variation in North America, a sociolinguistic course on the range of language and dialect in North America;
ENGL 560, The Nature of Language, a survey of linguistic theories, especially those valuable in applied approaches to language.
ENGL 561, Stylistics, a graduate seminar in linguistic analysis of literary texts, including major critical figures; as well as analysis of reading communities, literary and popular genres.
ENGL 562, Discourse Analysis, a seminar examining current theory and practice in discourse analysis, from Anglo-American sociolinguistics to European and Australian Critical Discourse Analysis;
ENGL 569, Legal Discourse, a seminar in theory and analysis of legal discourse, including legal documents, courtroom discourse, confessions, and

- appellate decisions;
- ENGL 569, Legal, Legislative and Forensic Discourse, a seminar in various contexts in which legal language and discourse is used.
- ENG 303, Introduction to Linguistics, a course fulfilling a formal reasoning requirement for Arts & Sciences majors, focusing on theoretical linguistics;
- ENG 404, Phonology, a course for linguistics majors, introducing structuralist, generative, and post-generative theories and analysis of phonological units;
- ENG 601, Introduction to Languages and Linguistics, a graduate course introducing students to linguistic analysis, with particular focus on discourse analysis;
- G104, Language Awareness, a course for non-majors, introducing concepts of discourse analysis, applied to everyday settings;
- G206, Introduction to English Linguistics, a course primarily for students preparing to teach, providing an overview of current linguistic theory;
- G310, Social Patterns in Speech, an upper level, undergraduate introduction to sociolinguistics, emphasizing language variation within the English-speaking community.

WRITING COURSES:

- ENGL 104, EOP Composition, the first of a two quarter composition sequence for EOP and SSS students, emphasizing academic Writing.
- ENGL 121, Composition: Writing and Social Issues, a regular composition course, emphasizing writing about a variety of texts.
- ENGL 131, Composition, a regular composition course emphasizing writing, argumentation, and analysis of complex, intellectually demanding texts.
- ENGL 281, Intermediate Expository Writing, an intermediate course in writing for different discourse communities; taught with theme-based approach; have used education, aging, free speech, divorce, and contemporary music as themes.
- ENGL 381, Advanced Expository Writing, an advanced course in writing; focused on in-depth examination of writing in a particular discourse community.
- ENG 111, College Composition, a regular composition course for entering freshmen, emphasizing writing process.
- ENG 225, Advanced Composition, a writing course focused on reader response theory and modern forms of nonfiction;
- W001, Fundamentals of English, a developmental course in writing, stressing generation and drafting;
- W131, Elementary Composition I, a required course for all majors, emphasizing collaboration and revision;
- W132, Elementary Composition II, a required course for Arts and Science majors, in academic argument and research;
- W205, Vocabulary Acquisition, an optional course using both traditional and contextual methods to expand vocabulary;
- W231, Professional Writing Skills, a required course for Public Affairs and Business students, focused on gathering and reporting primary research;

- W350, Advanced Expository Writing, a course for majors, using literary response theory to gain sophistication in critical reading and revision;
- W370, Creativity and Problem Solving, an optional course for writing majors, examining cognitive theories associated with invention and revision practice in composition;
- W411, Directed Writing, a course supervising individual majors working in the area of nonfiction prose;

COMPOSITION AND RHETORIC COURSES:

- ENGL 471, Theories of Composing, an introduction to modern theories of composing and writing, primarily for prospective teachers.
- ENGL 564, Contemporary Theories of Rhetoric, a seminar examining the intersection of post-modern theories of subjectivity and text, feminism, and neo-Marxist thought with modern interpretations in the field of composition and rhetoric.
- ENGL 564, Contemporary Theories of Rhetoric: Rhetorics of the Disciplines, a seminar examining the rhetoric of academic disciplines.
- ENGL 567, Approaches to Teaching Composition, a course introducing composition theory, rhetorical theory, the discipline, and practical applications to teaching.
- ENGL 567, Approaches to Teaching Composition for TAs, a course in composition theory and practice, organized around the teaching of ENGL 131.
- ENGL 569, Contemporary Research in Rhetoric and Composition, a seminar examining recent book-length studies in rhetoric and composition, including work in rhetoric of science, corpus linguistics, basic writing, Habermasian and Lacanian rhetoric, and historical rhetoric.
- ENGL 569, Basic Writing, a seminar on historical and contemporary approaches to the education of less traditionally prepared or expected students in college-level writing courses
- W590, Theory and Practice of Composition (team taught), a course introducing modern rhetorical theories and practice;
- ENG 734, Issues in Composition: Basic Writing, a doctoral seminar examining the theory and practice in basic writing, from a critical, postmodernist perspective.

LITERATURE COURSES:

- ENGL 242, Introduction to Fiction, an introductory course for non-majors in fiction, its characteristics, based primarily on the novel.
- ENGL 397, Literature and Other Professions, an advanced undergraduate course in American fiction and legal texts from a post-modern perspective.
- ENGL 498, Senior Seminar: Law and American Literature, a small, advanced undergraduate seminar concentrating on theoretical positions, research methods, and a close examination of major works of American fiction connected with legal events.
- ENGL 559, Law and American Literature, a graduate seminar in related legal and literary texts.
- L206, Introduction to Non-Fiction: an introductory genre course, focusing on the essay, the extended essay, and the novel length non-fiction work.

L380, Literacy, an advanced undergraduate honors seminar on theories of literacy, from psychological, linguistic, sociological, and literary perspectives.

ADMINISTRATIVE APPOINTMENTS AND ELECTED POSITIONS:

2003-2008

**Elected Officer
University of Washington Faculty Senate**

Initially in the elected position of Deputy Faculty Legislative Representative. Elected and moved into the position of Faculty Legislative Representative. Acted as liaison between the Faculty Senate and the Washington State Legislature. Next elected to the position of Vice-Chair/Chair of the UW Faculty Senate. Organized the work of the Faculty Senate, brought forward legislation on the UW Senate's Faculty Code, the employment contract for the faculty and represented the 4400 voting faculty of the university to the University's central administration. Served as the chair of the Senate Committee on Planning and Budgeting, the primary venue for the faculty in addressing all planning and budgeting issues for the three campuses of the University.

1997— 2003

**Director, Expository Writing Program
Department of English**

Responsible for all 100-level curriculum and the training, assigning, mentoring, and supervision of 100+ TAs, teaching approximately 4000 students at the 100-level and approximately 2300 students at the 200-level over the course of the academic year. Provide two weeks of orientation for new TAs before each Autumn Quarter and teach a 5-credit hour graduate seminar in the theory and practice of teaching writing during the first quarter. Train and coordinate all 100-level TAs in portfolio assessment. Recommend TAs for 200-level courses. Administer program-wide portfolio scoring session each Autumn Quarter. Supervise 4 Assistant Directors, three for the regular program of ENGL 131 and 111, and one who works on ENGL 121, our experiential/ community based learning project, as well as the graduate student Director of the Educational Opportunity Program writing program. Also act as faculty mentor to the Educational Opportunity Program instructors for EOP writing. Schedule approximately half of all undergraduate courses taught in the department. Coordinate with two other faculty mentors for computer-integrated classrooms and writing-about-literature. Sit as *ex-officio* member of the Graduate Studies Committee and the Expository Writing Committee. Supervise and train high school teachers for our Educational Outreach ENGL 131 and 111 in the high schools, including portfolio scoring sessions each February, with our 100-level instructors participating. Work with other administrative units including Undergraduate Education, Office of Minority Affairs, Admissions, Educational Outreach, and the Office of Educational Assessment.

1994-1996

Faculty Mentor and Coordinator

Educational Opportunity Program
Writing Courses

Coordinate and train Teaching Assistants for multiple sections of ENGL 104-105 in conjunction with graduate student program director. Provide current research and scholarship in area for affected programs, units, and Teaching Assistants, including support for the revision of the curriculum toward an introduction to writing in the disciplines.

1991-1994

Faculty Mentor and Coordinator
Intermediate Composition

Coordinate and train Teaching Assistants for the multiple sections of ENGL 271, Intermediate Expository Writing. Training focus on designing thematically oriented course, issues of political/social rhetoric, designing assignments, anticipating the diverse student population of the course.

1986-1988

Coordinator, English Placement
Lecturer, Department of English
Indiana University-Purdue
University at Indianapolis

Coordinate, train and supervise the holistic scoring of more than 5000 English placement essays each year, with similar responsibilities for the written portion of the entrance examination for the School of Education in Indianapolis. Developed test questions and procedures for both examinations.

1986-1988

Coordinator, Freshman Writing
Lecturer, Department of English
Indiana University-Purdue University at
Indianapolis

Full curricular, staffing and training responsibility for four 100-level courses, serving 6000+ students each year; supervised 65 part-time instructors and coordinated the activities of the full-time faculty choosing to teach writing at the 100-level; scheduled and projected budget for freshman level component; participated with two other coordinators, one for Advanced Writing and one for ESL, in managing the full writing component of the English Department.

REFERENCES

Professor Barbara Cambridge
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Urbana, IL 61801-1096
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Professor Gary Handwerk
Chair, Department of English

Box 354330
University of Washington
Seattle, WA 98195-4330
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(206) 543-2690

Professor Emeritus Roger W. Shuy
Georgetown University
School of Languages and Linguistics
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1/08