

Professor Emerita
University of Michigan

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AREAS OF SPECIALIZATION:

- RESEARCH: Discourse of productive teaching and learning; secondary literacy teaching and learning; teacher learning communities; inclusive and equitable classroom practices
- TEACHING: Qualitative research; ethnographic research; classroom interaction research; discourse analysis & interactional ethnography; undergraduate and graduate Literacy education (e.g. the teaching of English literacies, literature, composition, language, English teaching methods);

EDUCATION:

- Ph.D. University of California, Santa Barbara
Area: Education (emphasis: Language, Culture & Literacy)
Title: Making a Case: A Study of the Classroom Construction of Academic Literacy
- M.A. University of California, Santa Barbara
Area: Composition (Education, English, and Communication)
Title: A Study in the Development of Discourse Competence: A six-year-old discovers authorship
- B.A. University of California, Santa Barbara
Major: English; Minors: Social science, History, Dance
- Secondary Teaching Credentials, University of California, Santa Barbara
Standard Lifetime in English and Dance

PROFESSIONAL EXPERIENCE:

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| 2010 | Professor Emerita
University of Michigan |
| 2009-2010 | Professor
School of Education (University of Michigan) |
| 2004-2010 | Co-Chair of the Joint Program in English and Education (University of Michigan) |

2003-2008	Associate professor School of Education (University of Michigan)
2006-2007	Faculty Leader of Secondary Teacher Education Programs (University of Michigan)
1997-2002	Assistant Professor School of Education (University of Michigan)
1986-1997	Lecturer Graduate School of Education (University of California/SB)
1986-1997	Supervisor of Teacher Education Graduate School of Education (University of California/SB)
1984-1994	Lecturer Department of English (University of California/SB)
1982-84	Teaching Assistant Department of English (University of California/SB)
1979-80	Director; teacher Dunn Middle School (Los Olivos, CA)
1972-79	English teacher Cabrillo Senior High School (Lompoc, CA)
1971-72	English teacher Vandenburg Junior High School (Lompoc, CA)

AWARDS & HONORS:

- 2008 D'Arms Faculty Award for Distinguished Graduate Mentoring in the Humanities
- 2001 Pattishall Award for early career research.
- 2000 Krips Award for a research program focused on delivery of effective public education.
- 1999 Class of 1923 Award for outstanding undergraduate teaching.
- 1999-2001 Member Spencer Foundation Small Grants Advisory Committee.

GRANTS:

- 2008 Rackham Research Grant, University of Michigan
- 2004 Rackham Research Grant, University of Michigan
- 2003 The Spencer Foundation, Small Research Grants Program
- 2001 OVPR Research Grant, University of Michigan
- 2000 Southfield School District/Spencer Foundation School Reform Initiative Research Grant
- 1999 Southfield School District/Spencer Foundation School Reform Initiative Planning Grant
- 1998 The Spencer Foundation, Small Research Grants Program
- 1998 UROP/OVPR Faculty Grant, University of Michigan

PUBLICATIONS: (peer reviewed)***Books:***

Rex, L. & Juzwik, M. (Eds.) (2011). Narrative Discourse Analysis for Teacher Educators: Managing Cultural Differences in Classrooms Discourse and Social Processes Series, Cresskill, NJ: Hampton Press.

Rex, L. A. & Schiller, L. (2009). Using Discourse Analysis to Improve Classroom Interaction. New York: Taylor and Francis/Routledge.

Rex, L. A. (Ed.) (2006). Discourse of Opportunity: How Talk in Learning Situations Creates and Constrains. Interactional Ethnographic Studies in Teaching and Learning. Discourse and Social Processes Series, Cresskill, NJ: Hampton Press.

Journal articles & book chapters:

Jurasaitė-Harbišon, E., & Rex, L.A. (2013). Teachers as informal learners: Workplace professional learning in the United States and Lithuania. Pedagogies, 8(1), 1-23.

Rex, L. A. (2010). Respecting the struggle: deciding what to research and why. Australian Educational Researcher, 37(1), 1-19.

Rex, L. A., Thomas, E. E., & Engel, S. (2010). Applying Toulmin: Teaching logical reasoning and argumentative writing, English Journal, 99(6): 56–62.

Pasque, P.A., & Rex, L.A. (2010). Complicating “just do it”: Leaders’ frameworks for analyzing higher education for the public good. Higher Education in Review, 7, 47-79.

Rex, L., Bunn, M., Davila, B.A, Dickinson, H.A, Carpenter Ford, A., Gerben, C., & McBee Orzulak, M.J. (2010). A Review Of Discourse Analysis In Literacy Research: Equitable Access. Reading Research Quarterly, 45(1), 94-115.

Jurasaitė-Harbišon, E., & Rex, L. (2010). School Cultures as Contexts for Informal Teacher Learning. Teaching and Teacher Education, 26(2), 267-277.

Piker, R., & Rex, L. (2008). Influences of Teacher-Child Social Interactions on English Language Development in a Head Start Classroom. Early Childhood Education Journal, 7, 1082-3301.

Rex, L. A., & Green, J. L. (2007). Classroom discourse and interaction, Reading across the traditions. In B. Spolsky & F. M. Hult (Eds.). International Handbook of Educational Linguistics. (pp. 571-584) London: Blackwell.

Murnen, T. & Rex, L. (2007). Video Records and Interactional Ethnography: Mapping the Social Construction of Authorship. Pedagogies, 2(3), 179-190.

Rex, L. A. (2006). Acting “cool” and “appropriate”: Toward a framework for considering literacy classroom interactions when race is a factor. Journal of Literacy Research, 38 (3), 275-325.

Rex, L. A. (2006). Az iskolai sikeresség és a társas inklúzió kapcsolata. (“Genuine” Questioning: A Case of Academic Capability Via Social Inclusion.) Iskolakultúra, 6(10), 58-70. <http://www.iskolakultura.hu/>

Rex, L. A. (2006). Higher Education has Done Well, We can do More: A Report from the

- Wingspread Access, Equity, and Social Justice Committee. In P. Pasque, L. Hendricks, L. Bowman. (Eds.). Taking responsibility: A call for higher education's engagement in a society of complex global challenges. Monograph by National Forum on Higher Education for the Public Good: University of Michigan.
- Rex, L., Steadman, S., & Graciano, M (2006). Researching the complexity of classroom interaction. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), Handbook of Complementary Methods for Research in Education (3rd edition) (pp. 727-772). Washington, DC: American Educational Research Association.
- Connor, C, & Rex, L. (2006). Using sociocultural and developmental/cognitive lenses to inform classroom-based assessments of children's reading. In L. Rex (Ed.), Discourse of Opportunity: How Talk in Learning Situations Creates and Constrains (pp. 155-188). Cresskill, NJ: Hampton Press.
- Jurasaitė-Harbison, E., & Rex, L. (2005). Taking on a researcher's identity: Teacher learning in and through research participation. Linguistics and Education, 16, 425–454.
- Rex, L., Brown, D., Denstaedt, L., Haniford, L., & Schiller, L. (2005). Understanding and exercising one's own grammar: Four applications of linguistic and discourse knowledge. English Teaching: Practice and Critique, 4(3): 110-140. (peer reviewed) <http://education.waikato.ac.nz/research/journal/view.php?view=true&id=10&p=1>
- Rex, L. A. (2005). Testing as shaping. A response to the idea of testing: Psychometric and sociocultural perspectives, Measurement: Interdisciplinary Research and Perspectives, 3(2),103-107.
- Rex, L. A. & Nelson, M. (2004). How teachers' professional identities position high stakes test preparation in their classrooms. Teachers College Record, 106(6), 1288–1331.
- Rex, L. A. (2003). Loss of the creature: The obscuring of inclusivity. Communication Education, 52(1), 30-46.
- Rex, L. A. (2002). Exploring orientation in remaking high school readers' literacies and identities. Linguistics and Education, 13(3), 271-302.
- Rex, L. A., Murnen, T., Hobbs, J., & McEachen, D. (2002). Teachers' pedagogical stories and the shaping of classroom participation: "The Dancer" and "Graveyard Shift at the 7-11". American Educational Research Journal, 39(3), 765-796.
- Lee, W.Y., Rex, L., & Berger, C. (2002). Constructing anatomy literacy: How students use computer-based media in a dissecting lab. In P. Bell, R. Stevens & T. Satwicz (Eds.), Keeping Learning Complex: Proceedings of the International Conference of Learning Sciences (ICLS). Mahwah, NJ: Erlbaum.
- Rex, L. A. (2001). The remaking of a high school reader. Reading Research Quarterly, 36(3), 288-314.
- Rex, L. A. (2000). Judy constructs a genuine question: A case for interactional inclusion. The International Journal of Teaching and Teacher Education, 16(2), 315-333.

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- Rex, L. A. & McEachen, D. (1999). "If anything is odd, inappropriate, confusing, or boring, it's probably important": The emergence of inclusive academic literacy through English classroom discussion practices. Research in the Teaching of English, 34(1), 65-129.
- Rex, L., Green, J., & Dixon, C. (1998). What counts when context counts?: The uncommon "common" language of literacy research. Journal of Literacy Research, 30(3), 405-433.
- Rex, L., Green, J., & Dixon, C. (1997). Making a case from evidence: Constructing opportunities for learning academic literacy practices. Interpretations, 30(2), 78-104.
- Hobbs, J., & Rex, L. (1996). Challenging all of our students by backing into detracking. California English, 2(1), 24-25.
- Rex, L. (1994). A social view of composing from insiders' perspectives: The roles and relationships of teacher and students. In C. Kinzer & D. Leu (Eds.), Multidimensional Aspects of Literacy Research, Theory, and Practice: Forty-third Yearbook of the National Reading Conference (pp.560-571). Chicago, IL: National Reading Conference, Inc.
- Hobbs, Driscoll, Milward & Rex, (1991). Program of Intensive English: Programmatic Overview and Curriculum Guide. (Available from The Writing Program, UC Santa Barbara).
- Rex, L. (1989). The micropolitics of supervision. English Education, 21(3), 170-181.
- Rex, L. (1988). The Question Journal: Asking Student Writers to Question Their Way to Writing Autonomy. South Coast Writing Project Newsletter, 8(2), 4-7.
- Rex, L., & Hobbs, V. (1988). Improving Freshman Reading, Writing & Thinking. In Contributed Papers of the Fourteenth International Conference on Improving University Teaching (pp. 398-407). Umea, Sweden: University of Maryland.
- Rex, L. (1988). Teaching Critical Thinking: Campus Practice, Emerging Connections. A report on the Twelfth National Institute on Issues in Teaching and Learning. Unpublished manuscript.
- Hobbs, V., & Rex, L. (1986). Tenderfooting: A technique for tackling the problems of college freshman writers. Improving College and University Teaching, 34(3), 94-98.
- Rex, L. (1985). Doing Poetry with my Students. California English, 21(5), 18-30.
- Rex, L. (1985, Spring) Focusing twice removed, a teaching technique for beginning university literature and composition students. Freshman English News, 14(1) 2-8. Reprinted in R. Graves (Ed.), (1990). Rhetoric and Composition: A Source book for Teachers and Writers, (3rd ed.) (pp. 137-144). Portsmouth, NH: Boynton/Cook, Heinemann.

EDITORIAL ACTIVITY:

Editor of Language and Social Processes series for Hampton Press. Books in the series:

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- St. John, E. P. (2008). *Action, Reflection, and Social Justice: Integrating Moral Reasoning into Professional Development*
- Sheehy, M (2009). *Place Stories: Time, Space and Literacy in Two Classrooms*
- Juzwik, M. (2009). *The Rhetoric of Teaching: Performing Holocaust Narratives in a Literacy Classroom*
- Rymes, E. (F 2009). *Classroom Discourse Analysis: A Tool for Critical Reflection*
- Jennings, L. (Ed). (2010). *Discursive Moves and Agentive Possibilities: Critical Dialogue across Educational Contexts*
- McVee, M. B., Brock, C. H., & Glazier, J. A. (Eds). (2010). *Sociocultural Positioning in Literacy: Exploring Culture, Discourse, Narrative, & Power in Diverse Educational Contexts*
- Rex, L. & Juzwik, M. (Eds.). (2011). *Narrative Discourse Analysis for Teacher Educators: Managing Cultural Difference in Classrooms*
- Small, J. (2011). *Understanding College Students' Spiritual Identities.*
- Fernie, D., Madrid, S., & Kantor, R. (2011). *Educating Toddlers to Teachers: Learning to see and influence the School and Peer Cultures of Classrooms.*

Advisory board for: Journal of Teacher Education, Journal of Classroom Interaction, Journal of Literacy Research (Editorial board, 2001-03), Research in the Teaching of English, Linguistics and Education, Reading Research Quarterly, Journal of Applied Linguistics
Book reviewer for Sage, Taylor Francis.
Reviewer for the Urban Learning, Teaching, & Research Yearbook
Proposal reviewer for: National Reading Conference, National Council of Teachers of English, American Educational Research Association

PROFESSIONAL TALKS & PAPERS:

- Rex, L. (December, 2009). Respecting the struggle: Deciding what to research and why. Keynote talk for the annual national meeting of the Australian Association of Research in Education. Canberra, AU.
- Rex, L. (April, 2009). The Relentless Dilemmas of Representation and Choosing the Political Subject. Talk for the Language and Social Processes SIG, at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rex, L., Barber, J., Beitler, J., Carpenter-Ford, A., McGraw, J., Shultz, S., and Zaidi, T. (April, 2008). Responsible Civic Identity and Globalization: How can discourse studies inform schooling? Interactive Symposium for the Language and Social Processes SIG at the American Educational Research Association, New York, NY.

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- Jurasaitė-Harbison, E. & Rex, L. (April, 2008). National Educational Communities as Contexts for Teacher Learning. Paper presented at the American Educational Research Association, New York, NY.
- Rex, L., & Thomas, E. (November, 2008). Making the Shift for Students At-Risk: Using Popular Culture and New Media to Teach Argumentative Writing. Interactive session at the National Council of Teachers of English Conference, San Antonio, TX.
- Rex, L., Thomas, E., & Daugherty, M. (November, 2007). Teaching Well-Reasoned and Well-Argued Writing on Demand. Interactive presentation at the National Council of Teachers of English Conference, New York, NY.
- Rex, L., & Steadman, S. (April, 2007). Classroom Research: A Conceptual Approach. Invited paper for the preconference workshop: *Mapping knowledge accumulation in a field from a complementary methods perspective* at the American Educational Research Association, Chicago, IL.
- Rex, L., & Schiller, L. (April, 2007). Alignment as Disagreement and Civil Cooperation. Paper presented for the American Educational Research Association, Chicago, IL.
- Jurasaitė-Harbison, E., & Rex, L. (April, 2007). Teachers' Informal Learning in Lithuania and the USA: Reflective Journals Tell the Story. Paper presented for the American Educational Research Association, Chicago, IL.
- Douglas, E., Rex, L., & Schiller, L. (November, 2006) Incorporating the Annenberg videos into your teaching: An interactive demonstration for preservice and inservice teacher educators and classroom teachers. Interactive presentation at the National Council of Teachers of English Conference, Nashville, TN.
- Rex, L., & Piker, R. (April, 2006). The Language Shift from Spanish to English in a Head Start Classroom. Paper presented for the American Educational Research Association, San Francisco.
- Rex, L., & Schiller, L. (April, 2006). Toward Understanding Social Practices in Professional Development Communities. Paper presented for the American Educational Research Association, San Francisco.
- Rex, L., Roop, L., Schiller, L., Denstaedt, L. (November, 2005). Looking at Classroom Talk and Writing Project Work with Research Tools. National Council of Teachers of English Conference, San Diego.
- Rex, L. A. (November, 2005). Writing the Knowledge of our Field: Emergent Rhetoric and Genre(s) in Research by and about Teachers of Literacy. Paper presented for the National Conference of Research in Language and Literacy, San Diego.
- Rex, L. & Jordan, Z. (April, 2005). Successful White-Black Pedagogy. Paper presented for the American Educational Research Association, Montreal.
- Rex, L. (2004, April). Presidential Invited Paper Session: Complementary Methods for Education Research: Meet the Authors and Reviewers, Part 2, American Educational Research Association, Montreal.

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- Rex, L. & Schiller, L. (February, 2005). A Critical Analysis of Power and Politeness During Literacy Professional Development Workshops. National Council of Teachers of English Assembly for Research Mid-winter Conference, Columbus, OH.
- Rex, L.A. (2005, February). Teacher Learning through Disagreement: Power and Politeness in a Professional Learning Community. Presentation for the Gevirtz Graduate School of Education, UCSB, CA.
- Rex, L. & Jordan, Z. (2004, November). Why Low Achieving Black Students “Do English” for Teachers Who Are “White Black.” Paper presented for the research strand at the National Council of Teachers of English Conference, Indianapolis, IN.
- Rex, L. (2004, April). Researching The Complexity of Classroom Interaction. A Presidential Invited Session Symposium: How the Way We Look Influences What We Know: Examining Contributions of Different Approaches to Observation, American Educational Research Association, San Diego, CA.
- Rex, L. (2004, April). Presidential Invited Paper Session: Complementary Methods for Education Research II: Meet the Authors and Reviewers, American Educational Research Association, San Diego, CA.
- Rex, L. (2003, April). Inventing the Air: The Pedagogy of the Michigan Classroom Discourse Group, a Professional Development Community. Interactive Symposium for the American Educational Research Association, Chicago, IL.
- Rex, L. (2003, February). Exploring Relationships among Identity Performance, Social Relationship Building, and Expressions of Raced Culture in Acts of Teaching and Learning. Round table for the Research Assembly of the National Council of Teachers of English, Minneapolis, MN.
- Rex, L. & Nelson, M. (2002, April). Acting “cool” and “appropriate”: Comparing white and black teacher and student classroom literacy learning discourses. Paper presented for The American Educational Research Association, New Orleans, LA.
- Rex, L. (2001, November). Teachers’(ings’) Tug of War: Exploring complex relationships between high stakes test accountability pressures, teaching, and student performance. Paper presented for the research strand at the National Council of Teachers of English Conference, Baltimore, MD.
- Rex, L. (2001, April). What "Teaching to the Test" Means When We Look Closely at Classroom Teaching and Learning. Paper presented for The American Educational Research Association, Seattle, WA.
- Rex, L. (2000, November). "If We Hold Different Beliefs, How Can We Change?": District-University Collaboration in Improving English Language Arts Teaching and Learning. Paper presented for the research strand at the National Council of Teachers of English Conference, Milwaukee, WI.
- Rex, L. (2000, April). Tensions Between Inclusivity and Academic Rigor: A cross-case study of arguing with evidence from experience and with evidence from academic texts. Paper presented for The American Educational Research Association, New Orleans, LA.

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- Rex, L. & Connor, C. (2000, April). Informing Teacher and Clinician Collaboration: Assessing Classroom Discourse Interactions to Provide Opportunities to Improve Children's Reading. Paper presented for The American Educational Research Association, New Orleans, LA.
- Rex, L. (1999, November). Putting themselves at risk: The emergence of dialogic culture in a detracked high school classroom. Paper presented for the research strand at the National acting Council of Teachers of English Conference, Denver, CO.
- Rex, L. (1999, August). Exploring Orientation in Remaking High School Readers' Literacies and Identities. Paper presented for the 12th Congress of the International Association of Applied Linguistics, Tokyo, Japan.
- Rex, L. A., & Murnen, T. (1999, April). Graveyard Shift at the 7-11 and the Dancer: The complications of storytelling as inclusive teaching practice. Paper presented for The American Educational Research Association, Montreal, Canada.
- Rex, L. (1998, December). Describing Intertextuality to Observe Opportunities for Teaching and Learning Language Arts Literacies. Round table at the annual meeting of the National Reading Conference, Austin, TX.
- Rex, L. (1998, January). Seeing Opportunities for Teaching and Learning Academic Literacy in Intertextuality: An illustration from an ethnographic study of a high school English classroom. Paper presented at the 11th Annual Conference on Qualitative Research in Education, Athens, GA.
- Rex, L. (1997, December). Judy Learns to Ask a "Genuine Question": A "Learning Disabled" Student Co-Constructs Classroom Discussion With Her "Gifted," "General," and "ESL" Classmates. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AR.
- Rex, L. (1997, November). Constructing Language Arts Academic Literacies Through Talk Over Time: Day to Day Shaping of What Counts and What Students Take Up. Paper presented for the Assembly on Research at the National Council of Teachers of English, Detroit, MI.
- Rex, L. (1996, November). Making Heterogeneity an Asset: A detracked classroom with literate academic opportunities for all students. Paper presented at the annual meeting of the National Council of Teachers of English, Chicago, Ill.
- Rex, L. (1996, November). Co-constructing the academic and the social: How the teacher as turn-taking gatekeeper establishes conditions for learning. Paper presented at the Eighty-second Annual Meeting of the Speech Communication Association, San Diego, CA.
- Rex, L. (1996, April). "Something Like That Once Happened to Me": Making high school academic literacies personal and collaborative. Paper presented at the meeting of the American Educational Research Association, New York, NY.
- Rex, L. (1995, November). Part-Whole Relationships: What a "telling case" can make visible. Workshop presented at the Research Assembly of the conference of the National Council of Teachers of English, San Diego, CA.

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- Rex, L. (1995, October). Co-constructing the Academic and the Social. Paper presented at the Conference on Researching Language and Social Practice: Microanalysis of everyday life, Nashville, TN.
- Rex, L. (1995, April). Co-constructing the Academic and the Social: How a teacher's discourse contributes to building an English class. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Rex, L. (1994, December). Making a clear case: How exemplary students and their teacher align to build knowledge about text. Paper presented at the National Reading Conference, San Diego, CA.
- Rex, L. (1994, October). How a teacher's explicit expectations and purposes shape what counts as academic knowledge in an English classroom. Paper presented at the Conference on Researching Language and Social Practice: Microanalysis of Everyday Life, Santa Barbara, CA.
- Rex, L. (1994, April). Links between Differential Student Valuing of Exemplary Teaching and Learning and Teacher-student Roles and Relationships. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Rex, L. (1994, April). Shared Literate Knowledge: Teacher and Student Domains of Knowledge About Composing. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Rex, L. (1993, December). Co-constructing What Counts As Composing: The roles and relationships of students and teacher. Paper presented at the National Reading Conference, Charleston, SC.
- Rex, L. (1993, November). Negotiating what counts as composing in a high school AP English classroom. Paper presented at the conference of the National Council of Teachers of English, Pittsburgh, PA.
- Rex, L. (1992, March). "Who am I and who are they?" Four student teachers develop their multicultural perspectives. Paper presented at the conference of the National Council of Teachers of English, Washington, DC.
- Rex, L. (1988, April). Genuine Questions and Pursuits: Connecting Individual and Course Agendas. Paper presented at the meeting of the 12th National Institute in Teaching and Learning, Chicago, Ill.
- Rex, L. (1988, June). Improving Freshman Reading, Writing, and Thinking. Paper presented at the International Conference on Improving University Teaching, Umea, Sweden.
- Rex, L. (1986, November). Development of writing abilities--Theories, Research, Classroom application. Paper presented at the conference of the U.C. Council of Writing Programs, Berkeley, CA.
- Hobbs, V & Rex, L. (1986, July). Tenderfooting: A technique for tackling the problems of college freshman writers. Paper presented the meeting of the International Conference on Improving University Teaching, Heidelberg, Germany.

Rex, L. (1985, February). Moving narrative writing to exposition. Paper presented at the conference of the California Association of Teachers of English, San Diego, CA.

Rex, L. (1983, October). Intervention techniques for writing problems. Paper presented at the conference of the California Association of Teachers of English as a Second Language, Santa Barbara, CA.

Rex, L. (1983, March) The development of discourse competence. Paper presented at the Conference on College Composition and Communication.

Rex, L. (1982, July). Revision. Paper presented at the Meeting of the Boulder Language and Learning Institute, Boulder, CO.

Rex, L. (1981, August) Prewriting. Paper presented at the meeting of the London Language and Learning Institute, London, England.

MEMBERSHIPS:

American Educational Research Association; Assembly for Research of NCTE; American Association of Applied Linguistics; National Conference on Research in Language and Literacy; National Council of Teachers of English; National Reading Conference; South Coast Writing Project; Oakland Writing Project; Michigan Council of Teachers of English.

COURSES TAUGHT AND ADMINISTRATIVE DUTIES:

1997-2009	Faculty leader of secondary teacher Education (2007-2008) Classroom Interaction Research, University of Michigan Qualitative Research, University of Michigan. Interactional Ethnographic Research, University of Michigan. Introduction to Discourse Analysis, University of Michigan Advanced Discourse Studies University of Michigan Introduction to Composition Studies, University of Michigan. Methods and Procedures for Teaching English (for secondary English certification students), University of Michigan.
1986-1997	Methods and Procedures for Teaching English, UCSB Professional Issues of Teaching, UCSB Coordinator of the English Teacher Education Program, UCSB. Field supervision of 12-16 English student teachers in thirty-six placements at nine schools each year.
1986-1993	Writing for Teachers, UCSB.
1984-92	Freshman English courses for EOP, Affirmative Action and special entry students, Program of Intensive English/PIE, UCSB
1982-84	Introductory English courses, UCSB

CHAired DISSERTATIONS:

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- Timothy Murnen, Ohio State University, Bowling Green**
Constructing Authorship in a Composition Classroom: An Ethnographic Approach. (6/02)
- Kathy Morris, California State University, Sonoma**
Elementary Teachers' Opportunities for Learning: An Ethnographic Study of Professional Development (6/03)
Co-chair, Magdalene Lampert
- Vicki Haviland, University of Michigan**
"Things Get Glossed Over": Whiteness and Multicultural Education (1/04) Co-chair, Anne Gere
- Jacob Foster, Massachusetts Department of Education**
Exploring Reforms While Learning to Teach Science: Facilitating Exploration of Theory and Practice in a Teacher Education Study Group (6/04) Co-chair, Joe Krajcek
- Shari Steadman, University of Florida**
Becoming Teacher Educators: University Supervisors' Emergent Conceptualizations of their Role. (6/04)
- Silvia Wen-Yu Lee, National Changhua University of Education, Graduate Institute of Science Education.**
Exploring Knowledge in Problem-Based Discussions: Online and Face-to-Face (10/04) Co-chair, Carl Berger
- Zandra Jordan, Spelman College**
"It's Just Certain Words: Faith-Based Initiatives and the Challenge of Definition in a Suburban African-American Church (9/06)
- Laura Haniford, University of New Mexico**
Becoming an English Teacher: The Discursive Transition of Selves (8/05) Co-Chair, Pamela Moss
- Dave Johnson, University of Michigan**
State Mandated Test Preparation: Interactions Between Teachers and Students (10/05)
- Ruth Piker, California State University, Long Beach**
The Power of Play: The Language Shift from Spanish to English in a Head Start Classroom (10/05)
- Marie McCabe, Ann Arbor Public Schools, MI**
Enhancing face value: A description of teacher and student negotiation of power and politeness in a one-to-one first-grade reading intervention (9/06)
- Penny Pasque, University of Oklahoma**
Toward strengthening the relationships between higher education and society: A qualitative analysis of the discourse among higher education leaders (4/7) Co-chair, Edward St. John
- Elena Jurasaitė-Harbison, Hofstra University**
Learning in and from Practice: Opportunities and Implications for Teachers' Informal Learning in Lithuania and the United States (12/07) Co-Chair, Jeff Mirel
- Mathew Nelson, Francis Marion University**
"What Would You Advise Us To Do?": High School English Teachers and College Writing Instructors Discuss Writing (3/08) Co-chair, Anne Gere
- Jenny Small, Boston College**
College Student Religious Affiliation and Spiritual Identity: A Qualitative Study (4/08) Co-Chair, Edward St. John
- Jennifer Buehler, Saint Louis University**
Words Matter: The Role of Discourse in Creating, Sustaining, and changing School Culture. (4/09)
- Elizabeth Keren-Kolb, University of Michigan**
Developing Everyday Technology Pedagogy In Preservice Teachers (expected 8/09) Co-Chair, Barry Fishman (12/09)
- Amy Carpenter Ford, Central Michigan University**
Constructing Classroom Authority across Difference: An Analysis of the Discursive Construction of Authority between a White, Female Teacher and African American Students in a High School English Language Arts Classroom (8/10)
- Ebony Elizabeth Thomas, University of Pennsylvania**
The Pinnacle Classroom Discourse Study Group: Conflict, Praxis, and Social Change (8/10) Co-Chair, Mary Schleppegrell
- Leah van Belle, Madonna University**
"Gentle Doses of Racism": Discourses of Ethnicity and Social Class in Basal Readers (8/10)
- Melinda McBee-Orzulak, Bradley University**
Understanding language to support equitable teaching: How beginning English teachers engage complexity, negotiate dilemmas, and avoid deficit ideologies. (4/11) Co-Chair, Donald Freeman
- Laura Schiller, Oakland, MI ISD**
Coaching Classroom Teachers: Discursive Understandings and Practices (8/11)
- Alison Tan**
Describing the Complexities of Field Instruction Practice: An Exploratory Case Study in a University-Based Teacher Education Program (1/13)

Steve Engel

In Your Own Words: A Study of High School English Teachers' Talk about Plagiarism (*expected, 2013*)

Danielle Lillge

The Shaping of Teachers' Learning about the Teaching of Writing during Professional Development (*expected, 2014*)