

## CURRICULUM VITAE

### ELIZABETH BIRR MOJE

The University of Michigan  
610 E. University, 1100 SEB  
Ann Arbor, Michigan 48109-1259  
734.647.9571 moje@umich.edu  
<<http://www.umich.edu/~moje>>

### AREAS OF SPECIALIZATION:

Urban Youth Culture and Youth Literacy  
Disciplinary Literacy

### EDUCATIONAL HISTORY

#### University

- 1994: Ph.D., Literacy and Language; Research Methodology, Purdue University, School of Education, West Lafayette, Indiana  
1990: M.A., Reading Education, Eastern Michigan University, Ypsilanti, Michigan  
1983: B.A., History/Political Science, Biology; Concordia College, Ann Arbor, Michigan

#### Accreditation

State of Michigan Permanent Teaching Certificate; K-12 Reading Specialist Endorsement Certification Grades 7-12; Endorsements in History, Political Science, and Biology

#### Honors and Awards

- Elected to the Reading Hall of Fame, 2017
- George Herbert Mead Collegiate Professor of Education, 2016
- Elected Member, National Academy of Education, 2013
- Fellow of the American Educational Research Association, 2012
- Provost's 2010 Teaching Innovation Prize, University of Michigan
- Edward B. Fry Book Award (with Cynthia Lewis and Pat Enciso), National Reading Conference, 2007, for *Reframing Sociocultural Research: Identity, Agency, and Power*
- Arthur F. Thurnau University Professorship, University of Michigan, 2004
- Center for Advanced Study in the Behavioral Sciences Fellowship, Stanford University, May 2003 (declined fellowship offer)
- Evan G. Pattishall, Jr. and Helen Geib Pattishall Award, School of Education, University of Michigan, May 2002
- Early Career Achievement Award, National Reading Conference, December 2000
- William T. Grant Foundation Faculty Scholar, 2000-2005
- National Council on Research in Language and Literacy Fellow, May 1998
- National Academy of Education/Spencer Foundation Post-Doctoral Research Fellowship, 1997-98

- Outstanding Dissertation Award, School of Education and Department of Curriculum & Instruction, Purdue University, April, 1995

## PROFESSIONAL HISTORY

- 2016-present George Herbert Mead Collegiate Professor of Education, Arthur F. Thurnau Professor, and Dean, School of Education; Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan; Latino/a Studies Program; Joint Program in English & Education
- 2010-2016 Associate Dean and Arthur F. Thurnau Professor, School of Education, Educational Studies Program; Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan; Latino/a Studies Program; Joint Program in English & Education
- 2013- present Faculty Director, Center for Education Design, Evaluation, & Research (CEDER)
- May-Aug 2012 Acting Dean, Associate Dean, and Arthur F. Thurnau Professor, School of Education.
- 2004-2010 Arthur F. Thurnau Professor, School of Education, Educational Studies Program; Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan; Latino/a Studies Program; Joint Program in English & Education (promoted to full professor in 2008)
- 2001-2004 Associate Professor, School of Education, Educational Studies Program, University of Michigan
- 1997-2001 Assistant Professor, School of Education, Educational Studies Program, University of Michigan
- 1994-1997 Assistant Professor, Graduate School of Education, Department of Educational Studies, University of Utah
- 1991-1994 Graduate Teaching and Research Assistant, School of Education, Purdue University, West Lafayette, Indiana; Editorial Assistant, The Reading Teacher, International Reading Association; Research and Evaluation Coordinator, Eisenhower and National Science Foundation INLAB Grants
- 1990-1991 Full-time Lecturer in Reading, Department of Teacher Education, Eastern Michigan University, Ypsilanti, Michigan
- 1990-1991 Project Coordinator, Ypsilanti Student Literacy Corps, Institute for Community & Regional Development; administered a federal grant project that provided classroom assistance in literacy and mathematics for schools at risk of failing students

- 1989-1990 *Project Director and Literacy Instructor*, Eastern Michigan University Workplace Literacy Academy, Division of Corporate Services; administered workplace literacy academy program and taught literacy courses to workplace employees.
- 1987-1990 *Alternative High School and Adult Literacy Instructor*, Willow Run Community Schools; taught basic literacy, mathematics, and GED courses to adults and high school students in alternative afternoon and evening programs.
- 1985 *Summer Pre-School Program Teacher*, Ann Arbor Public Schools; taught pre-school children in a summer school safety program.
- 1984-1986 *History and Science Teacher*, Grades 9-12, Lutheran High School Northwest, Farmington Hills, Michigan; (Now Lutheran High Northwest, Rochester Hills, Michigan); taught United States and world history, biology, and general science; directed school plays and touring children's theater; coached cheerleaders.
- 1983-84 *Biology Teacher and Drama Director*, Grades 9-12, Lutheran High School, Denver, Colorado; taught five sections of biology courses; directed school play, touring children's theater, and school musical.

## PROFESSIONAL AFFILIATIONS

National Academy of Education  
 American Educational Research Association, Divisions C, G, K  
 International Literacy Association (formerly International Literacy Association)  
 Literacy Research Association (formerly National Reading Conference)  
 National Council of Research in Language and Literacy

## SCHOLARLY PUBLICATIONS AND ACTIVITIES

### Books

Moje, E. B., Afflerbach, P., Enciso, P., Lesaux, N. (In preparation). *Handbook of Reading Research, (Vol. V)*, New York: Routledge/Taylor & Francis.

Tovani, C., & Moje, E. B. (2017). *No more telling as teaching: Less lecture, more engaged learning*. Portsmouth, NH: Heineman.

Kamil, M. Pearson, P. D. Mosenthal, P. Afflerbach, P. & Moje, E. B. (Eds.) (2011), *Handbook of Reading Research, (Vol. IV)*, Mahwah, NJ: Erlbaum/Taylor & Francis.

Lewis, C. J., Enciso, P., & Moje, E. B. (Eds.) (2007). *Reframing sociocultural research on literacy: Identity, agency, and power*. Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & O'Brien, D. G. (Eds.). (2001). *Constructions of literacy: Studies of literacy teaching and learning in and out of secondary schools*. Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B. (2000). *All the stories we have: Adolescents' insights on literacy and learning in secondary school*. Newark, DE: International Reading Association.

## **Book Chapters**

Moje, E.B. (2018). *Deep and meaningful learning Where do we find the time?* In J. Oakes et al., (Ed.), *Time to learn in high-poverty communities: the pursuit of educational equity* (pp. 131-144). Harvard University Press.

Learned, J. E., & Moje, E. B. (2016). School contexts and the production of individual differences. In P. A. Afflerbach (Ed.), *Handbook of individual differences in reading: Text and context* (pp. 177-195). New York: Routledge.

Kwok, M. N., Ganding, E., Hull, G.A. , & Moje, E. B. (2016). Sociocultural approaches to high school writing instruction: Examining the roles of context, positionality, and power. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (2nd Ed., pp. 257-271). Guilford Press.

Tang, K, Tighe, S., & Moje, E. B. (2014). Literacy in the science classroom. In P. Smagorinsky & J. M. Flanagan, (Eds.), *Literacy across the curriculum: Teaching dilemmas and effective solutions, Grades 6-12* (pp. 57-73). Thousand Oaks, CA: Corwin Press.

Moje, E. B. (2014). Theories of youth culture. In D. C. Phillips (Ed.), *Encyclopedia of Educational Theory and Philosophy*. New York: Sage.

Moje, E. B., & Speyer, J. (2014). Reading challenging texts in high school: How teachers can scaffold and build close reading for real purposes in the subject areas. In K. Hinchman & H. Thomas (Eds.), *Best practices in adolescent literacy instruction* (2<sup>nd</sup> ed.) (pp. 207-231). New York: Guilford.

Moje, E. B. (2013). In the service of questions: From mixed methods to question-based integrative designs in social research. In C. A. Stone, E. R. Silliman, B. J. Ehren, and G. Wallach (Eds.), *Handbook on Language and Literacy: Development and Disorders* (pp. 84-100). New York: Guilford Press.

Galloway, E. P., Lawrence, J. F., & Moje, E. B. (2013). Research in disciplinary literacy: Challenges and instructional opportunities in teaching disciplinary texts. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.), *Adolescent literacy in the era of the common core: From research into practice* (pp. 13-36). Cambridge, MA: Harvard Education Press.

Alvermann, D. E., & Moje, E. B. (2013). Adolescent literacy instruction and the discourse of "every teacher a teacher of reading." In N. Unrau, R. Ruddell, & D. E. Alvermann (Eds.), *Theoretical Models and Processes*, 6<sup>th</sup> edition, (pp. 1072-1103). Newark, DE: International Reading Association.

Moje, E. B. (2013). Hybrid literacies in a post-hybrid world: Making a case for navigating. In K. Hall, T. Cremin, B. Comber, & L. C. Moll, (Eds.), *International Handbook of Research in Children's Literacy, Learning and Culture* (pp. 359-372). Oxford, UK: Wiley-Blackwell.

Cervetti, G.N., Pearson, P.D., Greenleaf, C., Moje, E. (2013). Science! Literacy! Synergy! In W. Banko, M.L. Grant, M.E. Jabot, A.J. McCormack, & T. O'Brien (Eds.), *Science literacy and our nation's future* (pp. 99-124). Washington, DC: NSTA & STANYS.

Stockdill, D., & Moje, E. B. (2012). Reading and content area learning. In C. A. Chapelle (Ed.) *The Encyclopedia of Applied Linguistics* (pp. 1-7). Oxford, UK: Wiley-Blackwell.

Learned, J., Stockdill, D., & Moje, E.B. (2011). Integrating reading strategies and knowledge building in adolescent literacy instruction. In A.E. Farstrup & J. Samuels (Eds.), *What Reading Research Has to Say to Reading Instruction* (pp. 159-185). Newark, DE: International Reading Association.

Moje, E. B., Stockdill, D., Kim, K., & Kim, H. (2011). The role of text in disciplinary learning. In M. Kamil, P. D. Pearson, P. Mosenthal, P. Afflerbach, & E. B. Moje (Eds.), *Handbook of Reading Research, (Vol. IV, pp. 453-486)*. Mahwah, NJ: Erlbaum/Taylor & Francis.

Moje, E. B. (2010). Developing disciplinary discourses and identities: What's knowledge got to do with it? In G. L. Bonilla & K. Englander (Eds.), *Discourses and identities in contexts of educational change*. New York: Peter Lang.\*

\*Also published in Spanish in: López Bonilla, G. & Pérez Frago, C. (Coords) (2010). *Discursos e identidades en contextos de cambio educativo*. México: Editorial Plaza y Valdés/ Benemérita Universidad Autónoma de Puebla.

Moje, E. B. (2010). Comprehending in the content areas: The challenges of comprehension, grades 7-12, and what to do about them. In K. Ganske & D. Fisher (Eds.), *A comprehensive look at reading comprehension, K-12* (pp. 46-72). New York: Guilford.

Solomon, T. C., Van der Kerkhof, M. H., & Moje, E. B. (2010). When is a detail seductive? On the challenges of constructing and teaching from engaging science texts. In A. J. Rodriguez (Ed.), *Science Education as a Pathway to Teaching Language Literacy*. Rotterdam, The Netherlands: Sense Publishers.

Moje, E. B., & Speyer, J. (2008). The reality of challenging texts in high school social studies and science: How teachers can mediate comprehension. In K. Hinchman & H. Thomas (Eds.), *Best practices in adolescent literacy instruction* (pp. 185-211). New York: Guilford.

Moje, E. B. (2008). Responsive literacy teaching in secondary school content areas: The research we have, the research we need. In M. Conley (Ed.), *Adolescent literacy policy and instruction: The research we have and the research we need* (pp. 58-87). New York: Guilford Press.

Moje, E. B. (2008) Youth cultures, literacies, and identities in and out of school. In J. Flood, S. B. Heath, & D. Lapp, (Eds.), *Handbook of research in teaching the communicative and visual arts* (pp. 207-219). Mahwah, NJ: Erlbaum. PR

Moje, E. B. (2008). Everyday funds of knowledge and school discourses. In M. Martin-Jones, & A. Mejia (Eds.), *Encyclopedia of Language and Education, Volume 3* (pp. 341-355). Berlin, Germany: Springer. BPR

Sutherland, L.M., Botzakis, S., Moje, E. B., Alvermann, D. E. (2008). *Drawing on youth cultures in content literacy learning*. In Lapp, D., Flood, J., & Farnan, N. (Eds.), *Content area reading and learning*, (pp. 133-156). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & Martinez, M. (2007). The role of peers, families, and ethnic identity in the educational persistence of Latino youth. In A. Fuligni (Ed.), *Contesting stereotypes and creating identities*, (pp. 209-238). New York: Russell Sage.

Moje, E. B., & Lewis, C. (2007). Examining opportunities to learn literacy: The role of critical sociocultural literacy research. In C. J. Lewis, P. Enciso, & E. B. Moje (Eds.), *Reframing sociocultural research on literacy: Identity, agency, and power*. (pp. 15-48). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B. (2006). Achieving identities: Why youth identities matter in their school achievement. In V. O. Pang & R. Jimenez (Eds.), *Race, Ethnicity, and Education*, (Volume 2, pp. 133-156). Westport, CT: Greenwood Press/Praeger.

Sutherland, L.M., Meriweather, A., Rucker, S., Sarratt, P., Hines-Hale, Y., Moje, E.B, & Krajcik, J. (2006). "More emphasis" on scientific explanation: Developing conceptual understanding while developing scientific literacy. In R. E. Yager (Ed.), *Exemplary science in grades 5-8: Standards-based success stories* (pp. 99-113). Arlington, VA: National Science Teachers Association Press.

Textual Tools Study Group.\* (2006). Developing scientific literacy through the use of literacy teaching strategies. In *Linking Science and Literacy in the K-8 Classroom* (pp. 261-285). Washington, DC: NSTA.

\* The Textual Tools Study Group is a research and development team led by Moje and comprised of researchers and graduate students from the University of Michigan, as well as teachers from the Detroit Public Schools. Members are Elizabeth Birr Moje, LeeAnn M. Sutherland, Kalonda Colson, Chevon Kay, Kerry Girardin, Yulonda Hale, Denise Wallace Hytower, Shomari Jabulani, Alycia Meriweather, Alissa Naymark, Mary Heitzman, Tanya Cleveland, Deborah Peek-Brown, Theresa Rice, Nonye Alozie, Joseph Krajcik.

Moje, E. B., & Dillon, D. (2006) Adolescent identities as demanded by science classroom discourse communities. In D. Alvermann, D. Moore, K. Hinchman, B. Waff, & S. Phelps (Eds.), *Reconceptualizing Adolescents' Literacies: A Revision* (pp.85-106). Mahwah, NJ: Erlbaum.

Moje, E. B., & van Helden, C. (2005). Doing popular culture: Troubling discourses about youth. In J. Vadeboncoeur & L. Stevens (Eds.), *Re/Constructing 'the adolescent': Sign, symbol and body* (pp. 211-247). New York: Peter Lang.

Moje, E. B. (2004). Powerful spaces: Tracing the out-of-school literacy spaces of Latino/a youth. In K. Leander and M. Sheehy (Eds.), *Spatializing literacy research and practice* (pp. 15-38). New York, Peter Lang.

Moje, E. B., Peek-Brown, D., Sutherland, L. M., Marx, R. W., Blumenfeld, P., Krajcik, J. (2004). Explaining explanations: Developing scientific literacy in middle-school project-based science reforms. In D. Strickland & D. E. Alvermann, (Eds.), *Bridging the gap: Improving literacy learning for preadolescent and adolescent learners in grades 4-12* (pp. 227-251). New York: Teachers College Press.

Moje, E. B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In J. Dole & T. Jetton (Eds.), *Adolescent literacy research and practice* (pp. 331-350). New York: Guilford Press.

Young, J.P., Dillon, D. R., & Moje, E. B. (2002). Shape-shifting portfolio youth: millennials, literacies, and the game of life. In D. E. Alvermann, (ed.), *Adolescents' multiliteracies in a digital world* (pp. 114-131). New York: Peter Lang.

Moje, E. B. (2002). Graffiti. In B. J. Guzzetti, (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (pp. 208-212). Santa Barbara: ABC-CLIO.

Moje, E. B. (2002). Literacy in informal settings. In B. J. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (315-318). Santa Barbara: ABC-CLIO.

Moje, E. B., Willes, D. J., & Fassio, K. (2001). Constructing and negotiating literacy in a writer's workshop: Literacy teaching and learning in the seventh-grade. In E. B. Moje & D. G. O'Brien (Eds.), *Constructions of literacy: Studies of literacy teaching and learning in secondary classrooms and schools* (pp.193-212). Mahwah, NJ: Lawrence Erlbaum Associates.

O'Brien, D. G., Moje, E. B., & Stewart, R. A. (2001). Exploring the contexts of secondary literacy: Literacy in people's everyday school lives. In E. B. Moje & D. G. O'Brien (Eds.), *Constructions of literacy: Studies of literacy teaching and learning in secondary classrooms and schools* (pp. 27-48). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B. (2000). Using cases of inclusion in a secondary content literacy methods course. In S. E. Wade (Ed.), *Preparing teachers for inclusive education: Case pedagogies and curricula for teacher educators* (pp. 101-123). Mahwah, NJ: Lawrence Erlbaum Associates.

Wade, S. E., & Moje, E. B. (2000). The role of text in classroom learning. In Kamil, M., Mosenthal, P., Barr, R., & Pearson, P. D. (Eds.), *The handbook of research on reading*. (Volume III, pp. 609-627). Mahwah, NJ: Lawrence Erlbaum Associates.

Wade, S. E., & Moje, E. B. (2000). An introduction to case pedagogies for teacher educators. In S. E. Wade (Ed.), *Preparing teachers for inclusive education: Case pedagogies and curricula for teacher educators* (pp. 101-123). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., Remillard, J. T., Southerland, S., & Wade, S. E. (1999). Researching case pedagogies to inform our teaching. In M. Lundeborg, B. Levin, & H. Harrington (Eds.) *Who learns what from cases: The research base for teaching with cases* (pp. 73-94). Mahwah, NJ: Lawrence Erlbaum Associates.

Dillon, D. R., & Moje, E. B. (1998). Listening to the talk of adolescent girls: Lesson about literacy, school, and lives. In D. A. Alvermann, K. A. Hinchman, D. Moore, S. Phelps, & D. Waff (Eds.), *Reconceptualizing the literacies in adolescents' lives* (pp. 193-224). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & Shepardson, D. P. (1998). Social interactions and children's changing understandings of electric circuits. In B. Guzzetti & C. Hynd (Eds.), *Theoretical perspectives on conceptual change* (pp. 17-26). Mahwah, NJ: Lawrence Erlbaum Associates.

Moje, E. B., & Shepardson, D. P. (1998). Social interactions and children's changing understandings of electric circuits: Exploring unequal power relations in "peer"-learning groups. In

B. Guzzetti & C. Hynd (Eds.), *Theoretical perspectives on conceptual change* (pp. 225-234). Mahwah, NJ: Lawrence Erlbaum Associates.

### **Peer-Reviewed Journal Articles**

Giroux, C., & Moje, E. B. (2017). Learning from the professions: Examining how, why, and when engineers read and write. *Theory into Practice*.

Rainey, E.C., Maher, B.L., Coupland, D., Franchi, R., & Moje, E.B. (2017). But what does it look like? Illustrations of disciplinary literacy teaching in two content areas *Journal of Adolescent & Adult Literacy*. <https://doi-org.proxy.lib.umich.edu/10.1002/jaal.669>

Moje, E.B. & Ellison, T. L. (2016). Extended—and extending—literacies. *Journal of Education*, 196(3), 27-34.

Moje, E.B. (2015). Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise. *Harvard Educational Review*, 85, 254-278.

Tang, K., Delgado, C., & Moje, E. B. (2014). An integrative framework for the analysis of multiple and multimodal representations for meaning making in science education. *Science Education*, 98(2), 305-326.

Stockdill, D., & Moje, E. B. (2013). Adolescents as readers of social studies: Examining the relationship between students' everyday and social studies literacies and learning. *Berkeley Review of Education*, 4, 35-68.

Rainey, E., & Moje, E. B. (2012). Building insider knowledge: Teaching students to read, write and think within ELA and across the disciplines. *English Education*, 45(1), 71-89. (Invited)

Bain, R. B., & Moje, E. B. (2012). Mapping the teacher education terrain for novices. *Phi Delta Kappan*, 93(5), 62-65. (Invited)

Pearson, P. D., Moje, E. B., & Greenleaf, C. (2011). Literacy and science—Each in the service of the other. *Science*, 328, 459-463.

Snow, C. E., & Moje, E. B. (2010). What is adolescent literacy? Why is everyone talking about it now? *Phi Delta Kappan*, 91(6), 66-69. (Invited)

Alozie, N.M., Moje, E. B., & Krajcik, J. S. (2010). An analysis of the supports and constraints for scientific discussion in high school project-based science. *Science Education*, 94(3), 395-427.

Moje, E. B., & Luke, A. (2009). Literacy and identity: Examining the metaphors in history and contemporary research. *Reading Research Quarterly*, 44(4), 415-437.

Moje, E. B. (2009). A call for new research on new and multi-literacies. *Research in the Teaching of English*, 43(4), 348-362. (Invited)

Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent and Adult Literacy*, 52(2), 96-107. (Invited)



Moje, E. B., Overby, M., Tysvaer, N., Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review*, 107-154.

Moje, E. B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy. In L. Parker (Ed.), *Review of research in education*, (pp. 1-44). Washington, DC: American Educational Research Association.

Moje E. B., Tucker-Raymond, E., Varelas, M., & Pappas, C. (2007). Giving oneself over to science: Exploring the roles of subjectivities and identities in learning science. *Cultural Studies of Science Education* 1(3), 593-601. (Invited).

Moje, E. B. (2006). Motivating texts, motivating contexts, motivating adolescents: An examination of the role of motivation in adolescent literacy practices and development. *Perspectives*, 32(3), 10-14.

Moje, E. B., Ciechanowski, K., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly*, 39(1), 38-71.

Lewis, C., & Moje, E. B. (2004). Sociocultural perspectives meets critical theory: Producing knowledge through multiple frameworks. *The International Journal of Learning*, 10.

Moje, E.B., & Sutherland, L. M. (2003). The future of middle school literacy teacher education. *English Education*, 149-164.

Moje, E.B., & MuQarib, M. (2003). Literacy and sexual identity. *Journal of Adolescent and Adult Literacy*, 47, 204-205. (Invited)

Landis, D. & Moje, E. (2003). Introduction: (Re)reading students' difficulties with reading and writing. *Reading & Writing Quarterly: Overcoming Learning Difficulties* 19(3), 199-204.

Moje, E. B. (2002). But where are the youth? Integrating youth culture into literacy theory. *Educational Theory*, 52, 97-120.

McCarthy, S. and Moje, E. B. (2002). Identity matters. *Reading Research Quarterly*, 37, 228-237.

Moje, E. B. (2002). Re-framing adolescent literacy research for new times: Studying youth as a resource. *Reading Research and Instruction*, 41, 207-224.

Moje, E. B., Collazo, T., Carrillo, R., & Marx, R. W. (2001). "Maestro, what is quality?": Language, literacy, and discourse in project-based science. *Journal of Research in Science Teaching*, 38(4), 469-496.

Moje, E. B. (2000). "To be part of the story": The literacy practices of "gangsta" adolescents. *Teachers College Record*, 102, 652-690.

Moje, E. B. (2000). Circles of kinship, friendship, position, and power: Examining the community in community-based literacy research. *Journal of Literacy Research*, 32, 77-112.

Moje, E. B. (2000). Changing our minds, changing our bodies: Power as embodied in research relations. *International Journal of Qualitative Studies in Education*, 13(1), 1-18.

Moje, E. B. (2000). Snippet: What will classrooms and schools look like in the new millennium? *Reading Research Quarterly*, 35, 128-129. (Invited)

Moje, E. B., Dillon, D. R., & O'Brien, D. G. (2000). Re-examining the roles of the learner, the text, and the context in secondary literacy. *Journal of Educational Research*, 93, 165-180.

Moje, E. B., Young, J., Readence, J. E., Moore, D. W. (2000). Reinventing adolescent literacy for new times: A commentary on perennial and millennial issues in adolescent literacy. *Journal of Adolescent and Adult Literacy*, 43, 400-411.

Moje, E. B. (1999). From expression to dialogue: A study of social-action literacy projects in an urban school setting. *Urban Review*, 31, 305-330.

Shepardson, D. P., & Moje, E. B. (1999). The role of anomalous data in restructuring fourth graders' frameworks for understanding electric circuits. *International Journal of Science Education*, 21 (1), 77-94.

Hinchman, K. A., & Moje, E. B. (1998). Locating the social and political in secondary school literacy. *Reading Research Quarterly*, 33, 117-128.

Moje, E. B. (1997). Exploring discourse, subjectivity, and knowledge in chemistry class. *Journal of Classroom Interaction*, 32, 35-44.

Moje, E. B., & Wade, S. E. (1997). What case discussions reveal about teacher thinking. *Teaching and Teacher Education*, 13, 691-712.

Moje, E. B. (1996). "I teach students, not subjects": Teacher-student relationships as contexts for secondary literacy. *Reading Research Quarterly*, 31, 172-195.

Brozo, W. G., Brobst, A., & Moje, E. (1995). From ability groups to cooperative meaning-making of literature: A personal view of teacher change. *Childhood Education*, 71, 70-73.

Moje, E. B. (1995). Talking about science: An interpretation of the effects of teacher talk in a high school classroom. *Journal of Research in Science Teaching*, 32, 349-371.

Moje, E. B., & Handy, D. (1995). Using literacy to modify traditional assessments: Alternatives for teaching and assessing content understanding. *The Journal of Reading*, 38, 612-625.

O'Brien, D. G., Stewart, R. A., & Moje, E. B. (1995). Why content literacy is difficult to infuse into the secondary curriculum: Strategies, goals, and classroom realities. *Reading Research Quarterly*, 30, 442-463.

Dillon, D. R., O'Brien, D. G., Moje, E. B., & Stewart, R. A. (1994). Literacy learning in science classrooms: A cross-case analysis of three qualitative studies. *Journal of Research in Science Teaching* 31, 345-362.

Moje, E. B. (1994). Life experiences and teacher knowledge: How a content teacher decides to use literacy strategies. In C. K. Kinzer & D. J. Leu (Eds.), *Multidimensional aspects of literacy research, theory, and practice. The Forty-Third yearbook of the National Reading Conference* (pp. 153-161). Chicago: National Reading Conference.

Moje, E. B., Brozo, W. G., & Haas, J. (1994). Portfolios in a high school classroom: Challenges to change. *Reading Research and Instruction, 33*, 275-292.

Shepardson, D. P., & Moje, E. B. (1994). The nature of fourth graders' understandings of electric circuits. *Science Education, 78*, 489-514.

Shepardson, D. P., Moje, E. B., & McClelland, A. K. (1994). The impact of a science demonstration on children's understandings of air pressure. *Journal of Research in Science Teaching, 31*, 243-258.

Elster, C. A., & Moje, E. B. (1993). Literacy and diversity: Do we need dichotomies or not? In D. J. Leu & C. K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice, The Forty-Second Yearbook of the National Reading Conference* (pp. 117-123). Chicago: National Reading Conference, Inc.

Moje, E. B., Enerson, D. L., & Dillon, D. R. (1993). Proposing new directions: research dialogues. In D. R. Dillon (Ed.), *Research, practice, and reflection in education: The scientist-practitioner model and practice* (pp. 21-37). (Research and Development Monograph No. 1). West Lafayette, IN: Purdue University School of Education.

### **Essay/Book Reviews**

Moje, E. B., & Ingalls, R. L. (2003). Revisiting *Just Girls*: Questions for the Twenty-First Century. [Essay review of the book, *Just Girls: Hidden literacies and life in junior high school.*] *Belles Lettres, IV*(2).

Moje, E. B. (2001). [Review of the book, *Elusive Culture*] *Journal of Curriculum Studies, 33*, 3, 371-375.

Guzzetti, B., Boyd, C., Edelsky, C., Kanevsky, R., Mason, K., & Moje, E. (1996). [Review of the book *Talking their way into science: Hearing children's questions and theories, Responding with curricula.*] *Journal of Literacy Research, 28*, 451-457 .

Moje, E. B., & Reynolds, R. E. (1996). [Review of the book *Verbal protocols of reading: The nature of constructively responsive reading.*] *Contemporary Educational Psychology, 580*.

### **Other publications**

#### **Yearbooks**

Dressman, M., O'Brien, D., Rogers, T., Ivey, G., Wilder, P., Alvermann, D., Moje, E., Leander, K. (2006). Problematizing adolescent literacies: Four instances, multiple perspectives. In J. V. Hoffman, D. L. Schallert, C.M. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55<sup>th</sup> Yearbook of the National Reading Conference* (pp. 141-154). Oak Creek, WI: National Reading Conference.

### Reports

\*Lesgold, A., & Welch-Ross, M. (Eds.) (2011). National Academy of Science (National Research Council Committee on Adolescent & Adult Literacy). *Improving Adult Literacy Instruction*. Washington, DC: National Academies Press.

Moje, E. B. (2010). *Advancing Adolescent Literacy: Redesigning Preservice Literacy Teacher Education for College and Career Readiness*. Report to Carnegie Corporation of New York. New York: Carnegie Corporation of New York.

\*\*Adolescent Literacy Council Carnegie Corporation of New York (2010). *Adolescent literacy: A time to act*. Report to the Carnegie Corporation of New York. New York: Carnegie Corporation.\*\* (Launched September, 2009) [www.carnegie.org](http://www.carnegie.org).

Moje, E. B. & Tysvaer, N. (2010). *Adolescent literacy development in out-of-school time: A practitioner's guidebook*. Report to the Carnegie Corporation of New York. New York: Carnegie Corporation. Available at [www.carnegie.org](http://www.carnegie.org).

\*\*\*Moje, E. B., & Eccles, J. (2005.) *Out-of-school programs for adolescent literacy development: A review of the literature*. Report to the Carnegie Corporation of New York. New York: Carnegie Corporation.\*\*\*

\*Participated in writing and editing multiple chapters as an National Academy of Sciences/National Research Council committee member.

\*\*Participated in the preparation of this report as a member of the Adolescent Literacy Council of the Carnegie Corporation of New York.

\*\*\*This report was published as an Appendix to *Adolescent literacy development in out-of-school time: A practitioner's guidebook*.

### Journal Articles

Moje, E. B. (2010-2011). Response: Heller's "In praise of amateurism: A friendly critique of Moje's 'call for change' in secondary literacy." *Journal of Adolescent & Adult Literacy*, 54(4), 275-278.

Moje, E. B. (2009). Comments on Reviewing adolescent literacy reports: Key components and critical questions. *Journal of Literacy Research*, 41(4), 1-6.

Caroff, S. F., & Moje, E. B. (1992). A conversation with David Wiesner: 1992 Caldecott Medal winner. *The Reading Teacher*, 46(4), 284-289.

Moje, E. B., & Shyu, W. (1992). Oh, the places you've taken us: *RT's* tribute to Dr. Seuss. *The Reading Teacher*, 45(9), 670-677.

### **Under Review and In Preparation**

Moje, E. B., Stockdill, D., Learned, J. E., Kim, H., Kolb, C., Rainey, E., & Nguyen, M. (in preparation). *Reading the adolescent reader*. Manuscript in preparation.

Stockdill, D., Learned, J. E., Nguyen, M., Rainey, E., Rappa, N., & Moje, E. B. (in preparation). *Complicating "achievement" in adolescent literacy: exploring patterns among and differences between higher and lower achieving adolescent readers*. Manuscript in preparation.

Moje, E. B., & Sutherland, L. M. (in preparation). Integrating literacy instruction into secondary school science inquiry: The challenges of disciplinary literacy teaching and professional development. Manuscript in preparation.

Moje, E. B., Rainey, E., & Bain, R. B. (in preparation). *Restructuring teacher education for disciplinary literacy*. Manuscript in preparation.

Moje, E. B. (in preparation). *Underneath the streets of Detroit: Cultures, literacies, and identities in the lives of youth*. Book manuscript in preparation.

### **Grants/Fellowships**

- 2017-present Jerome Lynch (PI) and Elizabeth Moje (co-PI). *Community Sense: Connecting and Empowering Communities in Detroit through Urban Sensing and Data-Driven Governance*, National Science Foundation, \$249,000.
- 2016-present Elizabeth Moje (PI) and Jerome Lynch (co-PI). Sensors in a Shoebox. Knight Foundation, Knight Cities Challenge, \$136,000.
- 2013-2014 Elizabeth Moje (PI). *The Clinical Rounds Project in Secondary Teacher Education*. 1/13-3/31/14. Excellent Schools Detroit, \$25,000.
- 2013-2014 Elizabeth Moje (PI). *Disciplinary Literacy Learning Progressions* ACT Inc., \$7500.
- 2009-2014 Elizabeth Moje (PI as of 2012). *A Collaborative Model for STEM Secondary Teacher Education*. National Science Foundation, \$1,266,295.
- 2012-2016 Elizabeth Moje (PI). *Detroit School of Arts-University of Michigan Partnership Project*. John S. and James L. Knight Foundation, \$2,225,000.
- 2012-2014 Elizabeth Moje (PI). *Reforming the Traditional School Schedule: The Detroit School of Arts DPS-U-M Partnership School Project*, Ford Foundation, \$300,000.
- 2010-2012 Elizabeth Moje (PI). Detroit Public Schools Foundation Grant, \$50,000.
- 2007-2009 Elizabeth Moje (PI). *Assessing Secondary Teachers' Disciplinary Literacy Knowledge and Practice: Building Prototypes*, Carnegie Corporation of New York, \$24,860.
- 2007 Elizabeth Moje (PI) with Nicole Tysvaer, Project Manager. Michigan Community Compact Grant, Toward Brighter Futures. \$6,000.
- 2006 Elizabeth Moje (PI). Ginsberg Faculty Initiative Grant. Ginsberg Center, University of Michigan, \$3000, (Nicole Tysvaer, Project Manager)

- 2005-2008 Elizabeth Moje (Project Director and Principal Investigator), *Advancing Adolescent Literacy Learning in the Disciplines*, Carnegie Corporation of New York, \$99,900. (Bob Bain and Patricio Herbst, collaborators)
- 2003-2009 Elizabeth Moje (Project Director and Principal Investigator), Jacquelynne Eccles (Co-PI), *An Examination of the Social and Cultural Influences on Adolescent Literacy Motivation and Development*, National Institutes of Health; \$2,644,531.
- 2000-2005 Elizabeth B. Moje--*Making Makin' It Possible*. William T. Grant Foundation Faculty Scholars Program; \$290,000.
- 2004-2005 Elizabeth B. Moje (Co-Principal Investigator), *Developing Scientific Literacy Through the Use of Innovative Textual Tools, Supplement to Middle School Science Curriculum Materials: Meeting Standards and Fostering Inquiry through Learning Technologies* Joseph Krajcik (Principal Investigator), National Science Foundation, \$96,270.
- 2001-2004 Joseph Krajcik, Ronald Marx, Phyllis Blumenfeld, and Elizabeth Moje (Krajcik, Project Director & Principal Investigator)--*Teaching Practices to Promote Science Understanding through Inquiry and Technology in Urban Schools*, National Science Foundation; \$1,999,738.
- 2001-2004 Joseph Krajcik, Ronald Marx, Phyllis Blumenfeld, Barbara Hug, and Elizabeth Moje (Krajcik, Project Director & Principal Investigator)--*Middle School Science Curriculum Materials: Meeting Standards and Fostering Inquiry using Learning Technologies*, National Science Foundation.
- 2000-2002 Elizabeth B. Moje--*Including Language, Literacy, and Community in Standards-Based Science Education Reform: Toward Culturally and Linguistically Responsive Curriculum*. National Science Foundation; \$98,792.
- 1999 Elizabeth B. Moje and Kathleen Hall--*Changing Practices in Ethnography*. National Academy of Education/Spencer Foundation; \$5,850.
- 1997-1999 Elizabeth B. Moje--"*Graffiti is a state of mind and a sign of respect*": A study of marginalized adolescents' literacy practices (Phase 2); 1997 National Academy of Education/Spencer Post-Doctoral Fellowship; \$40,000.
- 1996 Elizabeth B. Moje--"*Graffiti is a state of mind and a sign of respect*": A study of marginalized adolescents' literacy practices (Phase 1); 1996 Elva Knight Research Grant Competition, International Reading Association; \$5,000.
- 1996 Elizabeth B. Moje--University of Utah Faculty Fellowship; \$3,000.
- 1995 Elizabeth B. Moje--*Revisioning Writing: An Action Research Study of Seventh-Grade Writing Instruction*; 1995-97 Faculty Research Grant, University Research Committee; \$6,000.
- 1995 Elementary Education Teaching Case Committee, Elizabeth Moje, Chair--*Teaching Case Project*; 1994/95 University Teaching Committee, Individual Teaching Grants Program; \$2,000.

## **Scholarly Papers**

Moje, E.B. *Time to learn*. (April, 2018). Symposium paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Moje, E.B. (April, 2018). *White supremacy in the age of Trump*. Vice-Presidential session paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Moje, E.B., and Handley, J. (November, 2017). *Sensors in a shoebox: A disciplinary literacy research and development project*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Moje, E. B., & Ellison, T. L. (December, 2016). *Extended, and extending, literacies*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Rainey, E., Moje, E. B., & Maher, B. (December, 2016). *Teaching disciplinary literacy as navigating ways of knowing, ways of doing, and ways with words*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Moje, E. B. (April, 2016). *Developing youth literacies*. AERA Knowledge Forum EdTalk presented at the annual meeting of the American Educational Research Association, Washington D.C.

Moje, E.B., Gamoran, A., Hoglebe, M., Lopez-Turley, R., Rogoff, B., & Scott, J. (April, 2016). *Diverse research methods for educating diverse democracies: Using multiple methods to understand and intervene on the social contexts of education*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Moje, E.B., Bain, R. B., & Rainey, E. (December, 2015). *Restructuring teacher education for disciplinary literacy*. Paper presented at the annual meeting of the Literacy Research Association, Florida.

Zimmerman, J., Moje, E. B., Rainey, E., & Maher, B. (April, 2015). *Teaching professional practice: A cross-program examination of innovation*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Moje, E. B. (May, 2014). *Teaching students and teachers disciplinary literacy: Studying a novel teacher education program*. Poster presented at the annual convention of the International Reading Association, New Orleans, LA.

Moje, E.B. (May, 2014). Literacy Research Panel presenter. Presentation at the annual convention of the International Reading Association, New Orleans, LA.

Moje, E. B. (December, 2013). *Navigations across contact zones*. Paper presented in a symposium on Critical Sociocultural Theory and New Spaces for Literacy and Learning at the annual meeting of the Literacy Research Association, Dallas, TX.

Moje, E. B. (September, 2013). *Teaching youth to navigate discourses, identities, and literacies across school and everyday life*. Keynote address presented, Puebla, Mexico. (Invited).

Moje, E. B. (April, 2013). *Working from foundations to new directions in qualitative methods*. Keynote presenter in the AERA Professional Development Course on Literacy Research and Inequity. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E. B. (April, 2013). *Notes on the bad break-up between content and process: Issues, dilemmas, & directions for the Common Core State Standards*. Panel discussion presented at the Annual Convention of the International Reading Association, San Antonio, TX.

Moje, E. B. (March, 2013). *Teaching youth and their teachers to navigate literacy contexts: The role of disciplinary literacy*. Keynote Address presented at National University of Ireland, Galway, Ireland. (Invited).

Moje, E. B. (August, 2012). *Teaching youth and their teachers to navigate literacy contexts: the role of disciplinary literacy*. Keynote Address presented, Mexico City, Mexico. (Invited).

Moje, E. B. (May, 2012). *Teaching navigations: Teaching youth and their teachers to navigate literacy contexts*. Keynote Address presented at the Academy of Singapore Teachers Conference, Singapore. (Invited).

Moje, E. B., Yore, L., Tippett, C., & Tang, K. (September, 2011). *Moving disciplinary literacy beyond a slogan: Vision iii of scientific literacy* Symposium paper presented at the annual meeting of the European Association of Research in Learning and Instruction (EARLI), Exeter, England.

Moje, E. B., Yore, L., Tippett, C., & Tang, K. (September, 2011). *Moving disciplinary literacy beyond a slogan: Vision iii of scientific literacy* Symposium paper presented at the annual meeting of the European Science Education Research Association (ESERA), Lyons, France.

Moje, E. B. (June, 2011). *Teaching youth to navigate literacy contexts of school and life: The case for disciplinary literacy instruction in the middle grades*. Keynote address presented at the meeting of the The Initiative for Applied Education Research Israel Academy of Sciences and Humanities, Jerusalem, Israel. (Invited)

Moje, E. B. (2012, April). *Research on the role of disciplinary literacy instruction: Delivering and expanding on the Common Core State Standards*. Research Address presented at the annual convention of the International Reading Association, Chicago, IL. (Invited).

Moje, E. B., (2012, April). *National Research Council Panel Report on Adolescent and Adult Literacy* presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Stockdill, D., Learned, J. E., Nguyen, M., Rainey, E., Rappa, N., & Moje, E. B. (December, 2011). *Complicating notions of achievement in adolescent literacy*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

Moje, E. B. (2011, May). *Why and how literacy matters for learning subject matter: an argument for disciplinary literacy instruction in all grades*. Keynote address presented at the IRA



annual convention pre-conference institute, Literacy & Science: Exploring Connections that Promote Engaged Learning, Orlando, FL.

Moje, E. B. & Bain, R. B. (2011, April). *Learning and teaching the disciplines through clinical rounds*. Symposium paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Kempler, T. R., Blumenfeld, P., Moje, E. B., & Sutherland, L. M. (2011, April). *Qualitative analysis of many teachers' enactment of a highly developed and specified project-based curriculum in urban settings*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Moje, E. B. (2010). *Leveraging what we know: A literacy agenda for the 21st century (adolescent/disciplinary literacy)*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO. (Invited: Presidential Session)

Moje, E. B. (2010). *The preparation of aspiring educational researchers in the empirical qualitative and quantitative traditions of social science*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO. (Invited: Presidential Session)

Moje, E. B., Kim, H., Learned, J., Stockdill, D., Kolb, C. L., Nguyen, M., Rainey E., (2010). *Examining youth reading and writing from many angles: What multiple theories and methods reveal about who young people are as literate beings*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Moje, E. B. (2010). *Supporting the academic language and disciplinary literacy learning of English language learners*. Paper presented at the annual meeting of the annual meeting of the International Reading Association, Chicago, IL.

Moje, E. B. (2009). *Alternative models for literacy teacher education: A discussion of possibilities and challenges for teacher educators and policy makers*. Paper presented at the annual meeting of the National Reading Conference, Albuquerque, NM.

Moje, E. B. (2009). *Youth popular literacies and school literacies: Exploring the in-between*. Paper presented at the annual meeting of the International Reading Association, Toronto, Canada.

Moje, E. B. (2009). *Literacy in the disciplines: Helping youth navigate from everyday to disciplinary literacy practices*. Paper presented at the annual meeting of the International Reading Association, Toronto, Canada.

Douglas, E., Moje, E. B., & Bain, R. B. (2009, April). *Cultural models of discipline and subject matter: An examination of preservice teacher discourse on content knowledge*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Moje, E. B. (2009, April). *Developing disciplinary discourses and identities: What's knowledge got to do with it?* Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Moje, E. B. (2008, December). *Hybridity, literacy, and subject-matter learning: The power and pitfalls of hybridity theory in practice*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Douglas, E., Moje, E. B., & Bain, R. B. (2008, December). *Cultural models of discipline and subject matter: An examination of undergraduate secondary preservice teacher thinking*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Johnson, C. M.A., Stull, M. Bain, R. B., & Moje, E. B. (2008, December). *History/social science preservice teachers' models of students as readers*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Moje, E. B. (2008, July). *Reading the adolescent reader: Identities, cultures, interests, and skills in young people's literate practice*. Keynote presented at the annual meeting of the United Kingdom Literacy Association, Liverpool, England.

Moje, E. B. (2008, May). *Adolescent literacy intervention, motivation, and comprehension: Recent findings of the NICHD-ED Research Consortium*. Symposium paper presented at the annual convention of the International Reading Association, Atlanta, GA.

Moje, E. B., & Tysvaer, N. (2008, May). *Afterschool programs for adolescent literacy development*. Paper presented at the annual convention of the International Reading Association, Atlanta, GA.

Moje, E. B., (2008, April). *Developing disciplinary discourses and identities: What's knowledge got to do with it?* Paper presented at the Conference on Discourse, Identity, and Educational Practices Universidad Autónoma de Baja California, Ensenada, Mexico.

Moje, E. B., Overby, M., Tysvaer, N., & Morris, K. (2008, March). *The complex world of adolescent literacy: Myths, motivations, and mysteries*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Stockdill, D. & Moje, E. B. (2008, March). *Adolescents as readers of social studies: examining the relationship between students' everyday and social studies literacies and learning*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Russell, S. L., Cleveland, T., Stockdill, D., & Moje, E. B. (2008, March). *How do adolescents make sense of content area texts? Adolescent readers' responses to three social studies textbook passages*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Tysvaer, N. & Moje, E. B. (2008, March). *Out-of-school time and civic engagement: Creating fertile ground for community youth involvement*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Moje, E. B., Douglas, E., Birdyshaw, D., & Bain, R. B. (2007, December). *How do we study preservice teacher learning? The challenges and possibilities of tools for assessment and research on teacher learning*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Rackley, E., Moje, E. B., & Birdyshaw, D. (2007, December). *Preservice teachers' conceptions of disciplines and disciplinary literacy*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Moje, E. B., & Tysvaer, N. (2007, December). *New approaches for adolescent literacy learning in non-school hours*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Moje, E. B. (2007, December). *Exploring power and authority in research reviews/syntheses: a synthesis of research syntheses*. Synthesis paper presented at the Pre-Conference Institute of the annual meeting of the National Reading Conference, Austin, TX. (Invited address).

Moje, E. B. (2007, May). *Advancing adolescent literacy learning in the disciplines: A preservice teacher research and development project*. Paper presented at the Research Research 2007, International Reading Association, Toronto, Canada.

Moje, E. B. (2007, May). *Comprehending in the content areas: The challenges of comprehension, grades 7-12, and what to do about them*. Keynote presented at a Pre-Conference Institute, annual meeting of the International Reading Association, Toronto, Canada.

Moje, E. B. (2007, April). *Social and cultural influences on adolescent development*. Symposium paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Tysvaer, N., Morris, K., & Moje, E. B. (2007, April). *Reading out of school: What matters? An examination of the relationship between out-of-school youth literacy practices and academic achievement in one urban context*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Moje, E. B. (2007, April). *Examining opportunities to learn literacy*. Panel paper presented at the Language and Social Processes SIG Meeting of the American Educational Research Association, Chicago, IL. (Invited).

Cleveland, T., Heitzman, M., & Moje, E. B. (2007, April). *When is a detail seductive? On the challenges of constructing and teaching from engaging science texts*. Paper presented at the Second Annual Institute on Science Education Research, Chicago, IL. (Invited).

Moje, E. B. (2006, November). *Responsive literacy teaching: What does disciplinary literacy have to do with it?* Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

Moje, E. B. (2006, May). *Studies of adolescent literacy in and out of school: Implications for secondary school youth, teachers, and texts (Invited Featured Speaker, Research Strand)*. Paper presented at the annual convention of the International Research Association, Chicago, IL.

Watt, H. R. M., Moje, E. B., & Richardson, P. (2006, April). *More than reading books: Examining the range of adolescent literacy and relationships to academic and social well-being*.

Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E. B., Watt, H. R.M., & Tysvaer, N. (2006, April). *Youth as whole beings: An examination of the place of literacy in relation to other activities and identities*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Sutherland, L. M., Moje, E. B., Cleveland, T. E., & Heitzman, M. (2006). *Incorporating literacy learning strategies in an urban middle school chemistry curriculum: Teachers' successes and dilemmas*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E. B., Sutherland, L. M., Cleveland, T. E., & Heitzman, M. (2005, November). *Reading and writing in science: Multiple text types in scientific literacy learning*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Moje, E. B. (2005, December). *Adolescent literacy as a domain of study, practice, and policy*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Moje E. B. (2005, May). *Everyday youth literacies: Implications for content area teaching and learning*. (Invited featured speaker). Paper presented at the annual meeting of the International Reading Association, San Antonio, TX.

Moje, E. B. (2005, May). *Adolescent literacy research roundtable session*. Roundtable paper presented at the annual meeting of the International Reading Association, San Antonio, TX.

Moje, E. B. (2005, May). *Examining the social and cultural influences on adolescent literacy development A longitudinal study*. Symposium paper presented at the annual paper meeting of the International Reading Association, San Antonio, TX.

Moje, E. B. (2005, April). *Meeting the literacy demands of deep content area learning: Teaching practices for adolescent literacy*. International Reading Association Reading Research 2005. San Antonio, TX.

Moje, E. B., Sutherland, L. M., Peek-Brown, D., Krajcik, J., & Heitzman, M. (May, 2005). *Reading and writing as tools for doing and learning science scientific literacy practices in urban, middle-school science classrooms*. Paper presented at the annual meeting of the International Reading Association, Pre-Conference Institute, San Antonio, TX.

Moje, E. B., & Martinez, M. (2005, April). *The role of peers, families, and ethnic identity in the educational persistence of Latino youth*. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Quebec, Canada.

Moje, E. B. (2005, March). *Critical literacy as a tool for learning*. Paper presented at the annual meeting of the Michigan Reading Association, Grand Rapids, MI.

VanderPloeg, L. S., & Moje, E. B. (2004, December). *Urban youth reading for "real": Intersections of race, ethnicity, relationships, and urban experience*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Moje, E. B. (2004, December). *Federal adolescent literacy policy: Implications for administration, policy, and the adolescent literacy research community*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Moje, E. B., Peek-Brown, D., Sutherland, L. M., Marx, R. W., Blumenfeld, P., Krajcik, J. (2004, May). *Explaining explanations: Developing scientific literacy in middle-school project-based science reforms*. Paper presented at Pre-Conference Institute on Bridging the Achievement Gap in Adolescent Literacy, annual meeting of the International Reading Association, Reno, Nevada.

Ellis, L. M., Moje, E. B., & VanDerPloeg, L. S. (2004, April). Listening for the call and response: Hearing the second personas in texts and the youth who resignify them. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Moje, E. B. (2004, March) *Doing Identity: On the complexities of researching social identities with urban youth*. Paper presented at the annual meeting of the Society for Research on Adolescence, Baltimore, MD.

Moje, E. B. (2003, December). *Powerful spaces: Tracing the out-of-school literacy spaces of Latino/a youth*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Sutherland, L. M., Moje, E. B., Peek-Brown, D., Marx, R., Blumenfeld, P., & Krajcik, J. (2003, December). *Making scientific explanations: The development of scientific literacy in project-based science classrooms*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Moje, E. B., & Lewis, C. (2003, November). *Sociocultural perspectives meet critical theories: Producing knowledge through multiple frameworks*. Symposium panel, New Directions in Sociocultural Research on Literacy: Agency and Power in the Production of Knowledge. Paper presented at the annual meeting of the National Council of Teachers of English, San Francisco, CA.

Lewis, C., & Moje, E. B. (2003, July). *Sociocultural theories meet critical theories: Producing knowledge through multiple frameworks*. Learning Conference, London, England.

Moje, E. B. (2003, May). *Unsanctioned literacies in the everyday lives of youth: Implications for content area teaching and learning*. Paper presented at the annual meeting of the International Reading Association, Orlando, FL.

Moje, E. B. (2003, May). *"What kind of person do you think I am?" Urban youth talk and write about identity and literacy in a global world. Roundtable paper* presented at the annual meeting of the International Reading Association, Orlando, FL.

Ciechanowski, K. & Moje, E. B. (2002, December). *Youths' language and literacy practices in enactments of identity*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Moje, E. B., McIntosh Ciechanowski, K., Carrillo, R., Ellis, L., & Kramer, K. (2002, April). *"I'm not white:" Racial and ethnic identity representations among Latino/a youth in urban spaces*. Paper presented at the annual meeting of the Society for Research on Adolescence, New Orleans, LA.

Moje, E. B., and Ciechanowski, K. (2002, April). *Literacy, language, and life in the millennial world: A study of latino/a youth literacy in one urban community*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Young, J.P., Dillon, D. R., & Moje, E. B. (2002). *Shape-shifting portfolio youth: millennials, literacies, and the game of life*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Moje, E. B., McIntosh Ciechanowski, K., & Athan, R. (2001, December). *Looking for the third space: Exploring the intersections of community and classroom discourses*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, Texas.

Moje, E. B. (2001, December). *Secondary Literacy Programs: What if?* Paper presented at the annual meeting of the National Reading Conference, San Antonio, Texas.

Moje, E. B. (2001, December). *Preparation for new literacy researchers in multi-epistemological, multi-methodological times: A panel discussion*. Paper presented in panel discussion at the annual meeting of the National Reading Conference, San Antonio, Texas.

Moje, E. B. (2001, April). *Space matters: Examining the intersections of literacies, identities, and physical and social spaces*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.

Moje, E. B. (2001, April). *Research on real people in unreal times: Relational dilemmas in research with urban youth*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.

Hall, K. & Moje, E. B. (2001, April). *More than method: Teaching and mentoring future educational ethnographers*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.

Collazo, T., Moje, E. B. and Carrillo, R. (2001, April). *Voice in science classrooms: Exploring the potential for critical analysis*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.

Moje, E. B. (2000, December). *Merging official and unofficial literacies: Personal and political dilemmas in research with adolescents*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, Arizona.

Moje, E. B. (2000, December). *Constructing "third space" for early adolescents: Merging disciplines and discourses*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, Arizona.

Moje, E. B. (2000, April). *Examining the value of literacy, awareness, and struggle in negotiating access for marginalized youth*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Carrillo, R., Moje, E. B., & Marx, R. W. (2000, April). *A Latino family computer program: Socially constructed discourse and the production of multiliteracies*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Moje, E. B., Collazo, T., & Carrillo, R., Marx, R. W. (2000, April). *"Maestro, what is 'quality'?: Toward developing linguistically responsive science curricula*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, New Orleans, LA.

Moje, E. B. (2000, March). *Constructing "third space" for struggling adolescents: Merging disciplines and discourses*. Position paper presented at the High School Reading Symposium National Center on Education and the Economy, Washington, DC.

Moje, E. B. (1999, December). *Representing representing: The complexities of ethnographic representation in studies of street gang literacies*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Moje, E. B., & Collazo, T. (1999, December). *What's the water like where you live? Toward interdisciplinary science curricula*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Moje, E. B., Collazo, T., & Carrillo, R. (1999, November). *Toward the development of scientific literacy: A study of scientific literacy and reading achievement beyond the primary grades*. Paper presented at the symposium series of the Center for the Improvement of Early Reading Achievement, University of Michigan, Ann Arbor.

Moje, E. B. (1999, May). *Do we need to reinvent adolescent literacy? How to address the needs of marginalized readers*. Featured session paper presented at the annual meeting of the International Reading Association, San Diego, CA.

Moje, E. B. (1999, May). *"Graffiti is a state of mind and a sign of respect": A study of the literacy practices of "gangsta" adolescents (Phase I)*. Paper presented at the annual meeting of the International Reading Association, San Diego, CA.

Moje, E. B. (1999, April). *"To be part of the story": An analysis of the spaces available to urban adolescents in and out of school*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.

Moje, E. B. (1998, December). *Re-articulating and re-presenting the real: Literacy pedagogy and research as political action*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Moje, E. B. (1998, December). *Making nice, making change: On closeness, comfort, and change in classroom literacy research*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Moje, E. B. (1998, October). *"Graffiti is a state of mind and a sign of respect: A study of marginalized adolescents' literacy practices (Phase II)*. Paper presented at the Fall Forum of the National Academy of Education/Spencer Post-Doctoral Fellows Meeting, Palo Alto, CA.

Moje, E. B. (1998, April). *Changing our bodies, changing our minds: Power as embodied in research relations*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Moje, E. B., & Fassio, K. (1997, December). *Revisioning the writer's workshop*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Dillon, D. R., & Moje, E. B. (1997, December). *Listening to the talk of adolescent girls: Lesson about literacy, school, and lives*. Symposium paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Moje, E. B. (1997, June). *Changing our bodies, changing our minds: Problematizing closeness and collaboration in action research*. Paper presented at the Reclaiming Voice Conference on Ethnographic Inquiry and Qualitative Research in a Postmodern Age, Los Angeles, CA.

Dillon, D. R., & Moje, E. B. (1997, May). *Listening to the talk of adolescent girls: Lesson about literacy, school, and lives*. Symposium paper presented at the annual meeting of the International Reading Association, Atlanta, GA.

Moje, E. B., Thompson, A., Christiansen, R., & Zeitler, T. (1997, March). *"Just kicken' it": Literacy as sociocultural practice in an urban middle school*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Moje, E. B. (1997, March). *Burning down the house: Positionality in "action" research and teaching*. Paper presented at the annual meeting of the Conference on College Composition and Communication, Phoenix, AZ.

Moje, E. B. (1996, November). *Literacy practices in secondary content areas: Communication or demonstration?* Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.

Moje, E. B., & Thompson, A. (1996, September). *Sociocultural practices and learning to write in school: Exploring the communicative and transformative potential of gang literacies*. Paper presented at the IInd conference for socio-cultural research: Vygotsky-Piaget, Geneva, Switzerland.

Moje, E. B. (1996, April). *Constructing literacy as discourse in chemistry class*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Moje, E. B. (1996, April). *Teaching cases in a content literacy methods course*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Moje, E. B., & Wade, S. E. (1995, November). *Criss-crossing the content literacy landscape: A cross-case analysis of pre- and inservice teachers' experiences with teaching cases*. Paper presented at the annual meeting of the National Reading Conference, New Orleans, LA.

Moje, E. B. (1995, November). *Negotiating literacy in the writing workshop--Critical perspectives on learning and performing in cultures: Studies of intertextuality, semiotics, and subjectivity*. Symposium panel discussion at the annual meeting of the National Reading Conference, New Orleans, LA.

Moje, E. B. (1995, November). *Using e-mail as a tool to connect reading methods courses across universities*. Symposium panel discussion at the annual meeting of the National Reading Conference, New Orleans, LA.



Krockover, G. H., Shepardson, D. P., Moje, E. B., Reid, P., & Roth, M. (1995, October). *Strategies for incorporating literacy into a science inquiry lesson*. Symposium paper presented at the National Science Teachers Association Western Area Convention, Salt Lake City, UT. (Symposium title: Developing content for science and literacy assessment: The genetics of fruit flies).

Moje, E. B., Kyle, W. C., Jr., & Scott, T. A. (1995, April). *Building dialogic teaching and research communities in science education*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, San Francisco, CA.

Shepardson, D. P., & Moje, E. B. (1995, April). *Fourth graders' interpretive frameworks for understanding electric circuits*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, San Francisco, CA.

Moje, E. B. (1995, April). *The social construction of effective teaching: Issues for research and reform*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E. B., & Dillon, D. R. (1995, April). *A cross-case analysis of the influence of teacher-student relationships on student learning in high school classrooms*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Moje, E. B. (1994, December). *Change in children's frameworks for understanding electric circuits*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.

Moje, E. B. (1994, December). *The growth and change of teacher beliefs: Constructing and analyzing process models*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.

Moje, E. B., & Dillon, D. R. (1994, December). *"I teach students, not subjects": An interpretation of teacher-student relationships as foundations for literacy practices in high school content classrooms*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.

Dillon, D. R., & Moje, E. B. (1994, July). *Teachers' beliefs and practice: Science; Conversations about Literacy Pre-Conference Institute*. Paper presented at the 15th World Congress on Reading of the International Reading Association, Buenos Aires, Argentina.

Moje, E. B., & Dillon, D. R. (1994, April). *Using literacy in science classrooms: A cross-case analysis of two qualitative studies*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Shepardson, D. P., & Moje, E. B. (1994, March). *The nature of fourth graders' understandings of electric circuits and the role of anomalous data*. Paper presented at the National Association for Research in Science Teaching Annual Meeting, Anaheim, CA.

Moje, E. B. (1994, February). *Investigating the intersection of lived experiences: Life histories of three classroom participants*. Paper presented at the 15th Annual Ethnography in Education Forum, Philadelphia, PA.

Moje, E. B. (1993, December). *Life experiences and teacher knowledge: How a content teacher decides to use literacy strategies*. Paper presented at the 43rd Annual Meeting of the National Reading Conference, Charleston, SC.

Moje, E. B., Bularzik, E. M., & Takayoshi, P. (1993, November). *Creating new visions of literacy*. Paper presented at the Annual Convention of the National Council of Teachers of English, Pittsburgh, PA.

Shepardson, D. P., Moje, E. B., & Abell, S. K. (1993, April). *Fourth graders' change in conceptual understandings of electric circuits*. Paper presented at the National Association for Research in Science Teaching Annual Meeting, Atlanta, GA.

Moje, E. B. (1993, April). *What is research dialogue? Proposing a new direction: Research dialogue*. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.

Dillon, D. R., Moje, E. B., King, J. R., & Stewart, R. A. (1992, December). *Understanding complexities - Part 2: A dialogue about qualitative research methodology*. Panel discussion at the 42nd Annual Meeting of the National Reading Conference, San Antonio, TX.

Elster, C. A., & Moje, E. B. (1992, December). *Literacy, schooling, and diversity: Do we need dichotomies or not?* Paper presented at the 42nd Annual Meeting of the National Reading Conference, San Antonio, TX.

Moje, E. B. (1992, December). *Literacy in the chemistry classroom: An ethnographic study of effective teaching*. Paper presented at the 42nd Annual Meeting of the National Reading Conference, San Antonio, TX.

Elster, C. A., Moje, E. B., Mahurt, S. F., Stevens, H. M., Hughes, M. A., & Berg, S. D. (1992, November). *Whole language in non-mainstream classrooms: Opening the dialogue*. Paper presented at the 82nd Annual Convention of the National Council of Teachers of English, Louisville, KY.

Moje, E. B. (1992, February). *Teaching and learning literacy during chemistry class: An ethnographic study*. Paper presented at the Thirteenth Annual University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, PA.

Dillon, D. R., O'Brien, D. G., King, J., Moje, E. B., & Stewart, R. A. (1991, December). *Understanding complexities: A dialogue about qualitative research methodology*. Symposium paper presented at the 41st Annual Meeting Program of the National Reading Conference, Palm Springs, CA.

Brozo, W. G., Moje, E. B., & Brobst, A. (1991, April). *Understanding the exigencies of instructional decision-making: A qualitative analysis of cooperative learning in fourth grade social studies*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Moje, E. B., Haas, J., & Brozo, W. G. (1991, March). *The evolving personne totale: Portfolios in French four: A qualitative study of literacy in a high school French class*. Paper presented at the 35th Annual Conference of the Michigan Reading Association, Grand Rapids, MI.

Soifer, R., & Moje, E. B. (1990, March). *Linking practice to product - Teaching adult literacy*. Paper presented at the 34th Annual Conference of the Michigan Reading Association, Grand Rapids, MI.

Brobst, A., Brozo, W. G., & Moje, E. B. (1990, November). *Trade books in the content areas: An ethnographic study of a fourth-grade classroom*. Paper presented at the College Reading Association 1990 Conference, Nashville, TN.

Moje, E. B. (1990, November). *The Academy model of adult literacy*. Paper presented at the College Reading Association 1990 Conference, Nashville, TN.

Moje, E. B., & Birr, L. A. (1989, April). *Language in curricular areas*. Paper presented at "A Celebration of Language," Concordia College, Ann Arbor, MI.

## **Research Products**

### **Teacher Support Materials**

Moje, E. B. (2000). Critical literacy. In B. Hinson (Ed.), *New directions in reading instruction, revised*. Newark, DE: International Reading Association.

### **Teacher Education Curriculum Materials**

Moje, E. B. (2000). Reading in biology class: A teaching case and notes. In S. E. Wade (Ed.), *Inclusive education: A casebook and readings for prospective and practicing teachers* (pp. 149-153). Mahwah, NJ: Lawrence Erlbaum Associates.

## **Editorial Work**

2011-present	Co-Editor (with Afflerbach, Enciso, & Lesaux), <i>Handbook of Reading Research, Vol. V</i>
2009-2013	Associate Editor, <i>Journal of Research in Science Teaching</i>
2004-2010	Co-Editor (with Kamil, Pearson, & Afflerbach), <i>Handbook of Reading Research, Vol. 4</i>
2008-2009	Editorial Consultant, On-Line Training Course for National Institute for Literacy's publication, "What is Scientifically Based Research? A Guide for Teachers"
2007	Consultant, Adolescent Literacy Toolkit Development, Council of Chief State School Officers
2006 (2005)	Consulting Editor for Vadeboncoeur, J. A. (2006). <i>Engaging Young People: Learning in Informal Contexts Review of Research in Education</i> (Vol. 30, pp. 239-278). Washington, DC: AERA
2003	Reviewer, <i>National Reading Conference Yearbook</i>
1993-2002	Proposal Reviewer for American Educational Research Association (Divisions C, G, & K);
2003	Proposal Reviewer for National Reading Conference program, Area V
1998-present	Grant Proposal Reviewer for William T. Grant Foundation; International Reading Association; Spencer Foundation

- 1994 English Language Editor, *IBBY Honour List*; International Board on Books for Young Children
- 1993 BOOKBIRD Editorial Team volunteer; assisted in development of the editorial process for this publication of the International Board on Books for Young Children (IBBY).
- 1994-present Reviewer, Lawrence Erlbaum Associates, Prentice Hall, St. Martin's Press, Longman, Teachers College Press

### **Editorial Board Memberships**

- 1994-present Member, Editorial Review Board, *Reading Research Quarterly*
- 2005-present Member, Editorial Review Board, *Journal of the Learning Sciences*
- 2007-2013 Member, Editorial Review Board, *Research in the Teaching of English*
- 2007-2011 Member, Editorial Board, *American Educational Research Journal*, (Teaching, Learning and Human Development Section)
- 2004-2007 Member, Editorial Review Board, *Journal of Adolescence*
- 2004-2007 Editorial Associate, *Journal of Curriculum Studies*
- 1995-2002 Member, Editorial Review Boards, *Journal of Literacy Research*; *Journal of Research in Science Teaching*
- 1996-2002 Member, Editorial Advisory Board, *Journal of Adolescent & Adult Literacy*
- 1997-present Regular Reviewer, *Journal of Teacher Education*, *Research in the Teaching of English*, *College Reading Association*, *Pedagogies*
- 1998-1999 Member, Editorial Review Board, CIERA
- 1995-96 Member, Editorial Review Board, National Reading Research Center
- 1994-present Guest reviewer, *American Educational Research Journal*, *Educational Researcher*, *Educational Psychologist*, *Educational Psychologist Special Issue*, *Linguistics and Education*, *Review of Research in Education*, *Qualitative Studies in Education*, *Urban Education*, *Journal of Research in Adolescence*

## **TEACHING**

### **Graduate Student Committees (University of Michigan)**

*Active students indicated with italics*

#### Dissertation Committees, current

*Carolyn Giroux*, **chair**

*Jacqueline Handley*, **chair**

*Nick Muehling*, **chair**

*Chris Parsons*

#### Dissertation committees, completed

Nonye Alozie (**co-chair**), completed fall 2009

Andrew Babson (**chair**), completed winter 2012

Alistair Bomphray (**chair**), completed spring 2018

Rosario Carrillo (**co-chair**), completed fall 2006

Kathryn McIntosh Ciechanowski (**chair**), completed summer 2006

Tehani Collazo (**co-chair**), completed fall 2009

Kathleen Collins, completed fall 1999

Charles Dersheimer, completed winter 2007

Elizabeth Dutro, completed fall 1999  
 Lindsay Ellis, completed fall 2005  
 Ander Erickson, completed fall 2014  
 Anthony Francis, completed, winter 2013  
 David Fortus, completed, winter 2003  
 Merideth Garcia, completed summer 2018  
 Victoria Haviland, completed, fall 2004  
 Elizabeth Homan (**co-chair**), completed spring 2014  
 Rebecca Ingalls (**co-chair**), completed winter 2005  
 Katherine Kim (**chair**) (discontinued)  
 Sylvia Kwon, completed, fall 2005  
 Julie Learned (**chair**), completed spring 2014  
 Magdalena Martinez, completed, fall 2008  
 Jason Margolis, completed, winter 2003  
 Denise McLurken, completed, winter 2006  
 Heather Meyer, completed, fall 1999  
 Shailaja Menon, completed, winter 2002  
 Stephanie Moody, completed, winter 2013  
 Jason Moore, completed, fall 2013  
 Michelle Nguyen Kwok (**chair**), completed 2016  
 Eric Rackley (**chair**), completed fall 2010  
 Emily Rainey (**chair**), completed spring/summer 2015  
 Anne Reeves, completed, winter 2000  
 Sarah Scott, completed, fall 2008  
 Tamara Schreiner, completed, winter 2009  
 Julie Shumaker, (**chair**), completed, winter 2005  
 David Shilt (**chair**), completed, fall 2009  
 Staci Shultz (**co-chair**), completed, winter 2011  
 Tanya Cleveland Solomon (**co-chair**), completed, spring 2010  
 Mengli Song, completed, winter 2003  
 Ruth Anna Spooner, completed, summer 2016  
 Darin Stockdill (**chair**), completed spring/summer, 2011  
 Melissa Stull (**co-chair**), completed winter 2012  
 LeeAnn Sutherland, (**chair**), completed, winter 2002  
 Kenneth Tang (**co-chair**), completed, winter 2011  
 Connie Thompson-Porter, completed, winter 2003  
 Caspar van Helden (**co-chair**), completed spring/summer 2012  
 Mary Heitzman Van Der Kerkhof, completed spring/summer 2012  
 Laura VanDerPloeg (**chair**), completed, fall 2006

#### Preliminary Examination A Committees

Rosario Carrillo, completed, winter 2002  
 Tehani Collazo, completed, fall 2001  
 Charles Dershimer, completed, winter 2003  
 Kathryn McIntosh Ciechanowski, (**chair**) completed, winter 2003  
 Julie Schumaker, completed, fall 2002  
 David Shilt, completed, spring 2004 (**co-chair**)  
 Mengli Song, completed, winter 2002  
 LeeAnn Sutherland, completed, 1999 (**chair**)  
 Nicole Tysvaer (**chair**), discontinued

Shailaja Menon, completed, 1999

Scholarly Paper (Prelim B) Committees. (current students italicized)

Nonye Alozie (**co-chair**)  
 Ruchi Batnagar  
 Alistair Bomphray (**co-chair**)  
 Rosario Carrillo  
 Tehani Collazo  
 Tanya Cleveland Solomon (**co-chair**)  
 Charles Dershimer  
 Emily Douglas  
 Lindsay Ellis (second-year paper, JPEE)  
 David Fortus  
 Merideth Garcia (second-year paper, JPEE)  
 Brett Griffiths, (second-year exam, JPEE)  
 Carolyn Giroux  
*Jacqueline Handley*  
 Zandra Jordan (first-year paper, JPEE)  
 Benjamin Keating  
 Hyun-ju Kim (**chair**)  
 Katherine Kim (**chair**)  
 Debi Kasnabis  
 Karmen Kizzie  
 Julie Learned (**chair**)  
 Bridget Maher  
 Tiffany Marra  
 Jason Margolis  
 Kathryn McIntosh Ciechanowksi (**chair**)  
 Karen Morris (first year exam, JPEE)  
 Orrin Murray  
 Stephanie Moody (second-year exam, JPEE)  
 Nick Muehling  
 Michelle Nguyen (Kwok) (**chair**)  
 Naomi Norman  
 Esohe Osai (CPEP qualifying committee)  
 Eric Rackley (**chair**)  
 Emily Rainey (**chair**)  
 Ritu Radhakrishnan, completed to satisfy Ed Spec. degree  
 Sarah Scott  
 Staci Schultz, (first-year exam, JPEE)  
 Ruth Anna Spooner (second-year exam, JPEE)  
 Darin Stockdill (**chair**)  
 Melissa Stull  
 Kenneth Tang (**co-chair**)  
 Nicole Tysvaer, did not complete  
 Laura VanDerPloegh (first-year paper, JPEE)  
 Nicola Williams

Graduate Advising, PhD (current students italicized)

Andrew Babson, cross-specialization (with Jay Lemke)

Kathryn McIntosh Ciechanowski

Tanya Cleveland, MS and PhD

*Carolyn Giroux*

Caspar van Helden, (with Jay Lemke)

Hyun-ju Kim (changed to Annemarie Palincsar)

Katherine Kim, discontinued

Julie Learned

*Bridget Maher*

Denise McLurken, 1999-2001 (with Karen Wixson)

*Nicholas Muehling*

*Michelle Nguyen Kwok*

Eric Rackley

Emily Rainey

Darin Stockdill

Kenneth Tang, cross-specialization (with Jay Lemke)

Ritu Radhakrishnan, completed ES

Leah van Belle, 2002-2003

#### Graduate Advising, MA

Chris Kolb, completed 2010

Elena Forzani, completed 2009

Lisa Hoffman, completed, summer 2007

Joy Koh, completed, summer 2013

Katie Kramer, completed, summer 2002

Pei Pei Liu, completed, summer 06

Nicholas Muehling, completed 2012

Michelle Nguyen, completed, summer 2010

Natasha Rappa, completed, summer 2011

Coretta Doss Prado, completed, summer 1999

Walter Power, completed winter 2013

Emily Rainey, completed, summer 2010

Jianna Taylor, completed, summer, 2012

Amy Ward

Joslyn Young, completed fall 2013

#### **Graduate Student Dissertation Committees at Other Institutions**

Christine Tippett, University of Victoria, British Columbia, external examiner, completed

Theresa Calovini, OISE/University of Toronto, external examiner, completed

Michael Manderino, University of Illinois, Chicago, completed

J. David Gallagher, Michigan State University, completed

Finín Ó Séaghdha, Trinity College, Dublin, completed, fall 2014

Kok Eng Tan, Monash University, Victoria, Australia, completed

Bruce Thompson, University of Iowa, completed

Jon Wargo, Michigan State University, completed

#### **Graduate Student Committees (University of Utah)**

##### Dissertation Committees

Linn Bekins, 1996-1997  
 William Buxton, 1995-1997  
 Kris Fassio, 1995-1997 (Chair, continued as member in absentia, completed fall 1999)  
 Michael Hayes, 1995-1997 (completed)  
 Michelle Kelly, 1995-1998 (completed)  
 Bobby Kirby, 1995-1997  
 Chikahide Komura, 1995-1997  
 Scott Oates, 1995-1998  
 Denise Pfeiffer, 1995-1997  
 Lorel Preston, 1995-1997  
 Scott Smith, 1995-1997  
 Deanna Tabish, 1996-1997 (Dept. of Communication)  
 P. Scott Thomson, 1995-1997 (Dept. of Communication)

### **Courses Developed, Taught, and Supervised**

Introduction to Education in a Multicultural Society (ED 118). Lower division undergraduate course designed by Professor Anne Gere to acquaint students across the university to historical foundations of and contemporary issues in U.S. education. (two sections)

Reading and Writing in the Content Areas (ED 402): Undergraduate course on how literacy strategies can be used to facilitate learning from and writing text in middle and high school classrooms. (multiple sections)

- Mathematical Literacy in the Secondary Schools (ED 402). Pilot version of the state-required Reading and Writing in the Content Areas course, focused on the specific demands of and purposes for reading and writing to teach and learn in middle and high school mathematics. (two sections taught; two sections mentored)
- Social Science Literacy in the Secondary Schools (ED 402). Pilot version of the state-required Reading and Writing in the Content Areas course, focused on the specific demands of and purposes for reading and writing to teach and learn in middle and high school social sciences, with a particular focus on history and political science. (one section taught; multiple sections mentored)
- Natural Science Literacy in the Secondary Schools (ED 402). Pilot version of the state-required Reading and Writing in the Content Areas course, focused on the specific demands of and purposes for reading and writing to teach and learn in middle and high school natural sciences, with a particular focus on biology, chemistry, physics, and earth environmental sciences. (multiple sections mentored)
- Literacy in the Secondary Schools (ED 402) (all other subject areas--multiple sections)

Secondary School Literacy Course/Michigan Middle Start (ED 505): Off-campus course on secondary school content literacy and adolescent literacy development, sponsored by Michigan Middle Start, and targeted toward Detroit and Romulus, Michigan public school teachers. (one section)

Youth Literacy, Culture, and Identity (ED 706). Graduate course that examined theories and research on youth literacy practices and their relationship to identity enactments and development and to the construction of youth cultures. (one section)



Research in Multilingual and Multicultural Communities (ED 706): Graduate course that examined theories and research methods for understanding the diverse language, literacy, and cultural practices of different communities. (one section)

Literacy as Cultural Practice (ED 706): Graduate course that examined various cultural perspectives on literacy practices and studied the implications of those practices for pedagogy. (one section)

Qualitative Research Methods (ED 792): Graduate survey course that examined theoretical perspectives and accompanying methods of data collection and analysis. (two sections)

Using Mixed Methods in Educational Research and Evaluation (ED 737). Advanced doctoral seminar and workshop in integrating research methods for education research and evaluation. Co-taught with Professor Valerie Lee. (two sections)

Contemporary Perspectives on Literacy (ED 704); Focus topic: School-Wide High School Literacy Reform. Graduate seminar run as a workshop in which students developed theory- and research-based literacy reform efforts for an actual high school in Detroit, Michigan.

#### Independent Studies on

- Qualitative Research Methods, with Alistair Bomphray, Natalie Davis, Jeff Della Rovere, and Esohe Osai
- Identity, with Liz Homan, Viki Tujnelis, Joslyn Young, and Joy Koh
- Discourse Analysis, with Rosario Carrillo
- Issues in Secondary School Literacy (credited as ED 505), with four Literacy & English Education Students
- Adolescent Girls' Experiences in School with Karl Sikkenga
- Popular and Youth Cultures, with Caspar van Helden
- Ethnographic Research Methods and Applied Field Work, with Magdalena Martinez
- Learning Out of School, Nicole Tysvaer

Sociocultural Theory (University of Utah, only). Graduate course that immersed doctoral students in the work of Vygotsky, Luria, Leont'ev, Voloshinov, and G.H. Mead, as well as contemporary sociocultural and sociohistorical theories and studies (two sections)

## **SERVICE**

### **National and International Leadership and Consultantships**

#### Leadership

2014-2018	Chair, Professional Development Committee, National Academy of Education
2015-2020	Chair, William T. Grant Scholar Selection Committee, William T. Grant Foundation
2014-2017	Vice-President, Division G ( Social Contexts of Education), American Educational Research Association
2013-2014	Member, National Academies National Research Council Committee on Science Literacy in the Common Core ELA Standards and the Next Generation Science Standards

- 2012-2015 Literacy Research Panel, International Reading Association  
 2012-present President, National Conference on Research in Language & Literacy (NCRL)  
 2010-2015 William T. Grant Scholar Selection Committee, William T. Grant Foundation  
 2010-2013 AERA Research Committee  
 2009-2011 National Academy of Sciences, National Research Council Committee on Adolescent & Adult Literacy  
 2008-2009 Exemplary Dissertation Selection Committee, Spencer Foundation  
 2008-2009 Task Force on Improving Doctoral Education, Spencer Foundation  
 2007-2009 Adolescent Literacy Oversight and Selection Committee, National Academy of Education/Carnegie Corporation of New York  
 2006-2009 Research Chair, National Conference on Research in Language & Literacy (NCRL)  
 2004-2007 Adolescent Literacy Council, Carnegie Corporation, New York  
 2007 Member, ELL Research Agenda Panel, NICHD, IRA, Center for Applied Linguistics, Co-Sponsors  
 2004-2007 Dissertation Fellowship Selection Committee, Spencer Foundation  
 2004-2006 Adolescent Literacy Committee, International Reading Association  
 2005-2006 Child and Adolescent Development Research and Teacher Education: Evidence-Based Pedagogy, Policy, and Practice Roundtable Meetings, NICHD and NCATE, Co-Sponsors  
 2004-2005 Secondary Literacy Coaches Standards Task Force, International Reading Association  
 2001-2003 Board of Directors, National Reading Conference  
 2001-2003 Chair, Publications Committee, International Reading Association  
 2002-2003 Co-Chair (with Cynthia Lewis), Division C, Section 1, American Educational Research Association Annual Meeting Program (Language Arts and Literacy Learning)  
 2000-2001 National Reading Conference Long Range Planning Committee  
 1999-2002 Chair, Area IV National Reading Conference Annual Meeting Program (Middle, Secondary, and Adult Literacy)  
 1998-2000 National Reading Conference Student Research Award Committee  
 1998-2001 Publications Committee, International Reading Association  
 2002 Journal of Adolescent and Adult Literacy Editor Search Committee, International Reading Association  
 1999-2000 *Reading On-Line* Editor Search Committee, International Reading Association  
 1993 Delegation Leader, Reading Education Delegation, Citizen Ambassador Program; led delegation of literacy educators recruited from the International Reading Association on a two-week cultural exchange program to Budapest, Hungary and St. Petersburg and Moscow, Russia.  
 1992-94 Co-Chair (with Deborah Dillon), National Reading Conference Annual Meeting Program, Areas IV (Sociocultural and Methodological Issues) and V (Teacher Education)

#### Advisory Boards and Consultancies

- 2013-present Consultant, ACT, Inc., Disciplinary Literacy Learning Progressions Initiative  
 2012-2013 Consultant, William T. Grant Foundation, Research-Practice Partnerships Initiative  
 2011-present National Writing Project Research Advisory Board Member  
 2010-present Reading Apprenticeship I-3 Grant Advisory Board Member, West Ed  
 2010 Carnegie Corporation of New York; Digital Literacies Advisory Group Member  
 2007-present Advisory Board Member, Design Team, Strategic Education Research Partnership, San Francisco Unified School District

- 2007-present Advisory Board, Center for Research on Educational Achievement and Teaching of English Language Learners
- 2008 Steering Committee, Program for International Student Assessment (PISA)
- 2008 Advisor. *R U There?* Learning Box Associates Educational Programming Development, New York, NY
- 2004-2007 Advisory Board member. Girls' Science Practices in Urban High Poverty Communities. National Science Foundation. (Angela Calabrese Barton and Ann Rivet, co-PIs), Columbia University/MSU.
- 2006-present Advisory Board, Youth Truth Institute, San Francisco, CA
- 2003-2005 Consultant (paid), Jamestown Publishing Group, Secondary Literacy Classroom Text Materials
- 2001-2003 Consultant, Carnegie Corporation Project on "Adolescent Literacy: A Knowledge Development Proposal," (Project Director, Donna E. Alvermann)
- 2002-2003 Consultant (paid) to North Central Regional Laboratory, Secondary Literacy On-Line Course Development

### **University of Michigan University/School of Education/Educational Studies Program**

#### University

- 2017-present Poverty Solutions, Governing Board Member
- 2017-present University of Michigan Flint Water Crisis Task Force Member
- 2015-2016 Ginsburg Service Learning Center, Advisory Board Member
- 2014-2015 Office of Technology Transfer Internal Review Committee Member
- 2013-2015 Provost's Faculty Advisory Committee (service began in fall 2013)
- 2012-2014 Provost's Student Learning Advisory Committee, Third-Century Initiative
- 2012-2014 M-Cubed Executive Committee
- 2010-2014 President's Advisory Committee on Women's Issues
- 2011-present Postdoctoral Fellows Advisory Committee
- 2010-present Responsible Conduct of Research & Scholarship Committee
- 2009-2013 Provost's Academic Affairs Advisory Committee
- 2013 Search Committee for ORSP Associate Director
- 2009-present Advisory Board for Intergroup Relations Program, College of Literature, Science, and the Arts
- 2009 Teaching Innovation Prize Selection Committee
- 2008 Search Committee, Intergroup Relations Program, College of Literature, Science, and the Arts
- 2007-2009 Advisory Board for Center for Research on Learning & Teaching (CRLT), University
- 2006 Thurnau Professor Selection Committee, University
- 2002-2003 Literacy Consultant, Telling It Writing Program, Arts of Citizenship Program
- 1999-02 Committee for a Multicultural University

#### School of Education

- 2012-2015 Principal Investigator, Noyce Fellowship Program (assumed leadership role to cover the transition from LSA to SOE)
- 2012 Co-Chair, Quantitative Task Force, PhD Program Reform
- 2006-2009 Executive Committee
- 2007-2010 Chair, Undergraduate Lower Division Initiative

2006-2007	Quantitative Methods Search Committee
2005-2006	Graduate Affairs Committee
2004-2005	Dean's Search Advisory Committee
2002-2005	Executive Committee
2002-2003	Education and Social Justice Initiative
2000-2002	Chair, Spencer Research Foundation Planning Grant Committee (Post-Doctoral Program for Scholars of Color)
2000-2002	Diversity Task Force and Diversity Task Force Executive Committee

### Educational Studies Program

2007-2011	Sopranos PhD Student Study Group (with Bob Bain)
2004-2008	PhD task force
2004-2005	Qualitative methods sub-committee of the PhD task force
2004-2005	Quantitative methods sub-committee of the PhD task force
2004	ELL search committee (fall term only)

### Literacy, Language, & Culture Unit

2007-2013	LLL (standing) prelim committee member
2009	Chair, LLL prelim committee (1 student per term only)
2004-2005	Chair, LLL prelim committee (1 student per term only)
2000-2002	Coordinator, Literacy, Language, and Learning Disabilities Unit, Educational Studies Program
1998-present	Advisory Board for the Joint Program in English and Education
1997-2000	Secondary Teacher Education Program Restructuring Committee, Educational Studies Program

### University of Utah University/School/Department

#### University

1996-1997	Chair, University Graduate Research Fellowships Committee
1996-1997	University Research Committee
1996	Workshop Presenter, University of Utah Center for Teaching and Learning Excellence

#### School of Education

1995	Graduate School of Education Department Representative to Holmes Group Meetings
1995	Graduate School of Education Reading/Literacy Program Representative for Utah State Office of Education Accreditation Visit
1996	Department Merit Review Committee
1996-97	Department Vision Committee
1995-96	Department Teaching Evaluations Revision Committee
1994-1997	Advisor, Department Reading Minor
1994-96	Chair, Department Elementary Education Program Teaching Case Committee
1995	Chair, Department Qualitative Research Program Restructuring Committee

- 1995-1997 Co-Chair, Critical, Cultural, and Curriculum Studies (program area) Discussion Group
- 1996-1995 Department of Educational Studies Supervision Forum (1996) and Site Teacher Education Conference (1995)

### **State and Local Service in Michigan and Utah**

- 2010-present On-going professional and curriculum development, Detroit School of Arts, Detroit, MI
- 2009-2012 On-going professional development, Detroit Institute of Technology High School at Cody High School, Detroit, MI
- 2007-2009 On-going professional development, Western International High School, Detroit, MI (with research associate, Sharon Russell)
- 2006-2007 Professional development series (October-April), Western International High School, Detroit MI (with doctoral student, Darin Stockdill; MA student, Ashley Riggio; and research associate, Sharon Russell)
- 2006 Professional development workshop on Adolescent Literacy In and Out of School, Oakland Schools, Oakland, MI
- 2006 Professional development workshop on Literacy Learning Across the Content Areas, Bellevue Schools, Bellevue, MI
- 2006 Superintendents' Institute, Crystal Mountain, MI
- 2004 Professional development workshop on *Everyday youth literacies: Implications for content-area teaching and learning*, Oakland Schools Middle School Content Literacy Initiative
- 2003 Professional development workshop on *Constructing third spaces: Toward the integration of everyday and school literacies in responsive pedagogy and curriculum*, SE Oakland Reading Achievement Network, June 2003
- 2003 *Developing literacy in the content areas* CIERA Institute, July 2003:
- 2002 Weeklong Workshop Presenter, Detroit Urban Systemic Partnership Summer Institute
- 2001 Workshop Presenter, Detroit Urban Systemic Partnership Summer Institute
- 1999-present Member, Leadership for Educational Advancement Project (LEAP), Detroit, Michigan
- 1999-present Consultant, Family Learning Institute, Ann Arbor, Michigan
- 2000-present Consultant, Southfield Secondary School Reading Team, Southfield, Michigan
- 2000 Consultant, Reading for Real/Michigan Middle Start, Michigan
- 1999 Ann Arbor New School Program Review Team, Ann Arbor, Michigan
- 1995-1997 State of Utah Literacy Teaching Seminars (Reading and Writing Strategies; Assessment for Instruction and Evaluation; Writer's Workshop: Mini-Lessons and Conferencing), August, October, 1995; November 1996
- 1995 Planning Committee Member; Goals 2000 Urban Teacher Education Program Grant
- 1995 State of Utah Elementary Literacy Teacher Education Curriculum Project
- 1995 Instructional design for Customer Solutions, Inc., Salt Lake City, UT (Industrial training programs)
- 1994-95 Mentor, Salt Lake Community High School, Salt Lake City, Utah; served as a mentor for one senior high school student during the 1994-95 school year