

Mary J. Schleppegrell

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Education

Ph.D., Linguistics, 1989
Georgetown University, Washington, DC

M.A., Teaching English as a Foreign Language, 1982
American University in Cairo, Cairo, Egypt

Multiple Subjects Teaching Credential, 1978
California State University, Sacramento, CA

B.A., *summa cum laude*, German, 1972
University of Minnesota, Minneapolis, MN

Experience

- Professor of Education, University of Michigan, Ann Arbor. 2005-present.
- Chair, Educational Studies, University of Michigan, Ann Arbor. 2012-2015.
- Professor of Linguistics, University of California, Davis, CA., 2004-2005.
- Chair, Linguistics Graduate Group, University of California, Davis, CA. 2002-2005.
- Member, Education Graduate Group, University of California, Davis, CA. 1997-2005.
- Associate Professor of Linguistics, University of California, Davis, CA. 1998-2004.
- Director of English as a Second Language, University of California, Davis, CA. 1992-2003.
- Assistant Professor of Linguistics, University of California, Davis, CA. 1992-1998.
- Education Specialist, Peace Corps, Washington, DC, 1989-1992.
- Language and Training Specialist, Center for Applied Linguistics, Washington, DC, 1985-1989.
- Consultant for Language Training Program Development, Cairo, Egypt and Washington, DC, 1981-85.
- Instructor, Freshman Writing Program, American University in Cairo, Cairo, Egypt, 1980-82.
- Master Teacher, California State University, Sacramento, teacher education program, 1979-80.
- Teacher, Grades K-6, Elk Grove Independent School District, Elk Grove, CA, 1977-80.

Publications

Books, articles, and book chapters

- Krishnan, J., M. J. Schleppegrell, P. Collins, M. Warschauer. (Forthcoming May 2020) Supporting a language-focused approach to close reading in middle school English Language Arts. *Voices from the Middle*.
- Schleppegrell, M. J. (2020). The knowledge base for language teaching: What is the English to be taught as content? *Language Teaching Research* v. 24, n.1, pp. 17-27. doi.org/10.1177/1362168818777519.
- Moore, J., & Schleppegrell, M. (2020). A focus on disciplinary language: Bringing critical perspectives to reading and writing in science. *Theory into Practice*, 59(1), 99-108. doi:10.1080/00405841.2019.1685337
- Shultz, M., Herbst, P., and Schleppegrell, M. (2019). The expression of agency by graduate teaching assistants and professors in relation to their professional obligations. *Linguistics and Education*, v.52, pp. 33-43.
- Schleppegrell, M. (2019). Language and knowledge: how nouns contribute to knowledge construction across school subjects. *RISTAL (Research in Subject-matter Teaching and Learning)* v. 2, pp. 1-15.
- Schleppegrell, M., Moore, J., O'Hallaron, C., and Palincsar, A.S. (2019). Using functional grammar to talk and write about science. In P. Spycher and E. Haynes (Eds.), *Culturally and Linguistically Diverse Learners and STEAM: Teachers and Researchers Working in Partnership to Build a Better Tomorrow*, pp. 95-115. Charlotte, NC: Information Age Publishers.
- Moore, J., Schleppegrell, M.J., & Palincsar, A.S. (2018). Discovering disciplinary linguistic knowledge with English Learners and their teachers: Applying SFL concepts through Design-Based Research. *TESOL Quarterly* v. 52, n. 4, pp. 1022-1049. [doi: 10.1002/tesq.472](https://doi.org/10.1002/tesq.472).
- Bazerman, C., A. Applebee, V. Berninger, D. Brandt, S. Graham, J. Jeffrey, & P. K. Matsuda, S. Murphy, D. Rowe, M. Schleppegrell, K. Wilcox (Eds.). (2018). *The Lifespan Development of Writing*: Urbana, IL: NCTE (National Council of Teachers of English).
- Schleppegrell, Mary & Christie, Frances. (2018). Linguistic features of writing development: a functional perspective. In Bazerman, C., A. Applebee, V. Berninger, D. Brandt, S. Graham, J. Jeffrey, & P. K. Matsuda, S. Murphy, D. Rowe, M. Schleppegrell, K. Wilcox (Eds.) *The Lifespan Development of Writing*, pp. 111-150. Urbana, IL: NCTE (National Council of Teachers of English).
- Schleppegrell, M.J. (2018). Analyzing Themes: Knowledge about language for exploring text structure. In C. Adger, C.E. Snow, and D. Christian (Eds.), *What Teachers Need to Know about Language*, (2nd Edition), pp. 52-61. Bristol: Multilingual Matters.
- Schleppegrell, M. J. & Jason Moore. (2018). Linguistic tools for supporting emergent critical language awareness in the elementary school. In R. Harman (Ed.), *Bilingual Learners and Social Equity: Critical Approaches to Systemic Functional Linguistics*, pp. 23-43. New York: Springer.

- Symons, C., Palincsar, A.S., and Schleppegrell, M.J. (2017). Fourth-grade emergent bilinguals' uses of functional grammar analysis to talk about text. *Learning and Instruction* 52:102-111. doi: 10.1016/j.learninstruc.2017.05.003
- Bazerman, Charles, Arthur Applebee, Virginia Berninger, Deborah Brandt, Steve Graham, Paul Kei Matsuda, Sandra Murphy, Deborah Rowe, & Mary Schleppegrell. (2017). Taking the long view on writing development. *Research in the Teaching of English* v. 51:3, 351-360.
- Schleppegrell, M.J. (2017). Systemic Functional Grammar in the K-12 classroom. In Eli Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* v. 3 (pp. 384-396). New York: Routledge.
- O'Hallaron, C. & Schleppegrell, Mary J. (2016) "Voice" in children's science arguments: Aligning assessment criteria with genre and discipline. *Assessing Writing* 30:63-73.
- Chang, P. & Mary J. Schleppegrell. (2016). Explicit learning of authorial stance-taking by L2 doctoral students. *Journal of Writing Research* 8:1, 299-322.
- Klingelhofer, Rachel R., and Mary Schleppegrell. (2016). Functional grammar analysis in support of dialogic instruction with text: scaffolding purposeful, cumulative dialogue with English learners. *Research Papers in Education* 31:1, 70-88, DOI: 10.1080/02671522.2016.1106701. (Reprinted in J. Hammond and P. Jones (Eds.) (2019), *Talking to Learn* (pp. 70-88). New York: Routledge.)
- Schleppegrell, Mary J., and Annemarie Palincsar. (2016). Contribution to "Researcher voices" in Helen de Silva Joyce & Susan Feez (Eds.), *Exploring literacies: Theory, research and practice*. Basingstoke, UK and New York: Palgrave Macmillan.
- Achugar, M., & Schleppegrell, M. (2016). Reflection literacy and the teaching of history. In W. Bowcher & J. Y. Liang (Eds.), *Society in Language, Language in Society: Essays in Honour of Ruqaiya Hasan* (pp. 357-378). Houndsmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Schleppegrell, Mary J. (2016). Content-based language teaching with functional grammar in the elementary school. *Language Teaching*, 49:1, 116-128. doi:10.1017/S0261444814000093.
- O'Hallaron, C. L., Palincsar, A., & Schleppegrell, M. J. (2015). Reading science: Using Systemic Functional Linguistics to support critical language awareness. *Linguistics and Education*, 32, 55-67.
- de Oliveira, Luciana, and Schleppegrell, Mary J. (2015). *Focus on grammar and meaning*. Oxford University Press.
- Schleppegrell, Mary, Jason Moore, Shireen Al-Adeimi, Catherine O'Hallaron, Annemarie Palincsar, Carrie Symons. (2014). Tackling a genre: situating SFL genre pedagogy in a new context. In Luciana de Oliveira and Joshua Iddings (Eds.), *Genre Pedagogy across the Curriculum: Theory and Application in US Classrooms and Contexts* (pp. 26-40). Sheffield, UK: Equinox.
- Palincsar, Annemarie and Mary Schleppegrell. (2014). Focusing on language and meaning while learning with text. *TESOL Quarterly*, 48(3), 616-623.
- Schleppegrell, Mary. (2014). Purposeful grammar. *For the Learning of Mathematics* 34(2), 44-45.

- Moore, Jason, and Mary J. Schleppegrell. (2014). Using a functional linguistics metalanguage to support academic language development in the English Language Arts. *Linguistics and Education* 26, 92-105.
- Fang, Z., Schleppegrell, M. J., & Moore, J. (2013). The linguistic challenges of learning across academic disciplines. In Stone, C.A., Silliman, E.R., Ehren, B.J., & Wallach, G.P. (Eds.). *Handbook of Language and Literacy: Development and Disorders* (pp. 302-322). New York: Guilford Press.
- Schleppegrell, Mary J. (Summer 2013). Exploring language and meaning in complex texts. *Perspectives on Language and Literacy* (The International Dyslexia Association), 37-40.
- Schleppegrell, Mary J. (2013). The role of metalanguage in supporting academic language development. *Language Learning* 63(Suppl 1), 153-170.
- Schleppegrell, Mary. (2012). Academic language in teaching and learning: Introduction to the special issue. *The Elementary School Journal*, 112(3), 409-418.
- Schleppegrell, M. (2012). Linguistic tools for exploring issues of equity. In B. Herbel-Eisenmann, J. Choppin, D. Wagner & D. Pimm (Eds.), *Equity in Discourse for Mathematics Education: Theories, Practices, and Policies* (pp. 109-124). New York: Springer.
- Schleppegrell, M. J. (2012). Systemic Functional Linguistics: Exploring meaning in language. In James Paul Gee and Michael Handford (Eds.), *The Routledge Handbook of Discourse Analysis* (pp. 21-34). New York: Routledge.
- Chang, Peichin, and M.J. Schleppegrell. (2011). Taking an effective authorial stance in academic writing: Making the linguistic resources explicit for L2 writers in the social sciences. *Journal of English for Academic Purposes*, 10(3), 140-151.
- Schleppegrell, M. J. and Catherine L. O'Hallaron. (2011). Teaching academic language in L2 secondary settings. *Annual Review of Applied Linguistics*, 31, 3-18.
- Schleppegrell, M. J. (2011). Supporting disciplinary learning through language analysis: Developing historical literacy. In F. Christie and K. Maton (Eds.), *Disciplinary: Functional Linguistic and Sociological Perspectives* (pp. 197-216). London: Continuum.
- Schleppegrell, M. J. (2010). Supporting a "reading to write" pedagogy with functional grammar. *NALDIC Quarterly*, 8(1), 26-31.
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- Schleppegrell, M. J. (2010). Functional grammar in the classroom. In Olofsson, Mikael (Ed.) *Symposium 2009. Genrer och funktionellt språk i teori och praktik*, pp. 79-95. Stockholm: Stockholms universitets förlag.
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- M. Siegal & L. Harklau (Eds.), *Generation 1.5 in College Composition: Teaching academic writing to U.S.-educated learners of ESL* (pp. 221-234). New York: Routledge.
- Herbel-Eisenmann, Beth, & Schleppegrell, Mary J. 2008. 'What question would I be asking myself in my head?' Helping all students reason mathematically. In M. Ellis (Ed.) *Mathematics for every student: Responding to diversity, Grades 6-8*. Reston, VA: National Council of Teachers of Mathematics (NCTM).
- Fang, Zhihui, and Schleppegrell, Mary J. (2008). *Reading in Secondary Content Areas: A Language-Based Pedagogy*. University of Michigan Press.
- Schleppegrell, M. J., Greer, S., & Taylor, S. (2008). Literacy in history: Language and meaning. *Australian Journal of Language and Literacy*, 31 (2), 174-187.
- Schleppegrell, Mary J. (2008). Grammar, the sentence, and traditions of linguistic analysis. In Charles Bazerman (Ed.) *Handbook of Writing Research*, pp. 549-564. Mahwah, NJ: Erlbaum.
- Achugar, M., Schleppegrell, M. J., & Oteíza, T. (2007). Engaging teachers in language analysis: A functional linguistics approach to reflective literacy. *English Teaching: Practice and Critique*, 6 (2), 8-24.
- Schleppegrell, Mary J. & Go, Ann. (2007). Analyzing the writing of English learners: A functional approach. *Language Arts*, 84 (6), 529-538.
- Schleppegrell, Mary J. (2007). The meaning in grammar. *Research in the Teaching of English*, 42 (1), 121-128.
- Schleppegrell, Mary J. (2007). The linguistic challenges of mathematics teaching and learning. *Reading and Writing Quarterly*, 23, 139-159.
- Fang, Z., Schleppegrell, M. J., & Cox, B. (2006). Understanding the language demands of schooling: Nouns in academic registers. *Journal of Literacy Research*, 38(3), 247-273.
- Schleppegrell, Mary J. (2006). The linguistic features of advanced language use: The grammar of exposition. In Heidi Byrnes (Ed.) *Advanced Language Learning: The Contribution of Halliday and Vygotsky*, pp. 134-146. London: Continuum.
- Schleppegrell, Mary J. (2006). The challenges of academic language in school subjects. In Inger Lindberg and Karin Sandwall (Eds.) *Språket och kunskapen: att lära på sitt andraspråk i skola och högskola*, pp. 47-69. Göteborg, Sweden: Göteborgs universitet institutet för svenska som andraspråk.
- Schleppegrell, M. J., & de Oliveira, L. C. (2006). An integrated language and content approach for history teachers. *Journal of English for Academic Purposes* 5 (4), 254-268.
- Achugar, Mariana, and Schleppegrell, Mary J. (2005). Beyond connectors: The construction of *cause* in history textbooks. *Linguistics and Education* 16 (3), 298-318.
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- Schleppegrell, Mary J., Mariana Achugar, and Teresa Oteíza. (2004). The grammar of history: Enhancing content-based instruction through a functional focus on language. *TESOL Quarterly* 38 (1), 67-93.
- Schleppegrell, M. J. (2004). Technical writing in a second language: the role of grammatical metaphor. In L. J. Ravelli and R. A. Ellis (Eds). *Analysing academic writing: Contextualized frameworks*, pp. 172-189. London: Continuum.
- Schleppegrell, Mary, and Mariana Achugar. (2003). Learning language and learning history: A functional linguistics approach. *TESOL Journal* 12 (2), 21-27.
- Schleppegrell, Mary J. 2002. Challenges of the science register for ESL students: Errors and meaning-making. In Mary Schleppegrell and Cecilia Colombi (Eds). *Developing Advanced Literacy in First and Second Languages: Meaning with Power*, pp. 119-142. Mahwah, NJ: Lawrence Erlbaum Associates.
- Colombi, M. Cecilia, and Schleppegrell, Mary. 2002. Theory and practice in the development of advanced literacy. In Mary Schleppegrell and Cecilia Colombi (Eds). *Developing Advanced Literacy in First and Second Languages: Meaning with Power*, pp. 1-19. Mahwah, NJ: Lawrence Erlbaum Associates.
- Schleppegrell, Mary, and Colombi, M. Cecilia (Eds.). 2002. *Developing Advanced Literacy in First and Second Languages: Meaning with Power*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Schleppegrell, Mary. 2001. Linguistic features of the language of schooling. *Linguistics and Education* 12 (4), 431-459.
- Ramanathan, Vai, Davies, Catherine, and Schleppegrell, Mary. 2001. A naturalistic inquiry into the cultures of two divergent MA-TESOL programs: Implications for TESOL. *TESOL Quarterly* 35 (2), 279-305.
- Schleppegrell, Mary. 2001. Challenges in language teacher training. In Gerd Bräuer (Ed.), *Pedagogy of Language Learning in Higher Education*, pp. 237-252. Westport, CT: Ablex.
- Schleppegrell, Mary. 2000. How SFL can inform writing instruction: The grammar of expository essays. *Revista Canaria de Estudios Ingleses* 40, 171-188.
- Schleppegrell, Mary. 1998. Grammar as resource: Writing a description. *Research in the Teaching of English* 32 (2), 182-211.
- Chenhansa, Suporn, and Mary Schleppegrell. 1998. Linguistic features of middle school Environmental Education texts. *Environmental Education Research* 4 (1), 53-66.
- Schleppegrell, Mary. 1997. Agency in Environmental Education. *Linguistics and Education* 9, 49-67.
- Schleppegrell, Mary. 1997. Teacher research through dialogic inquiry. *Canadian Modern Language Review* 54 (1), pp. 68-83.
- Schleppegrell, Mary, and Cecilia Colombi. 1997. Clause structure as a reflection of discourse structure: Text organization by bilingual writers. *Written Communication* 14 (4), 481-503.
- Schleppegrell, Mary. 1997. What makes a grammar green? A reply to Goatly. *Journal of*

- Pragmatics* 28 (2), 245-248. Reprinted in Alwin Fill and Peter Mühlhäusler (Eds.), 2001, *The Ecolinguistics Reader: Language, Ecology, and Environment*, pp. 226-228. London: Continuum.
- Schleppegrell, Mary. 1997. Problem-posing in teacher education. *TESOL Journal* 6 (3), 8-12.
- Schleppegrell, Mary. 1996. Strategies for discourse cohesion: *Because* in ESL writing. *Functions of Language* 3 (2), 235-254.
- Schleppegrell, Mary, and Carmen Simich-Dudgeon. 1996. What's a good answer? Awareness about behavioral and content features of successful classroom interaction. *Language and Education* 10 (4), 273-286.
- Schleppegrell, Mary. 1996. Conjunction in spoken English and ESL writing. *Applied Linguistics* 17 (3), 271-285.
- Schleppegrell, Mary. 1996. Abstraction and agency in middle school environmental education. In J. C. Bang, J. Døør, R. J. Alexander, A. Fill, & F. Verhagen (Eds.), *Language and Ecology: Ecolinguistics problems, theories, and methods*, pp. 27-42. Odense, Denmark: Odense University Press.
- Schleppegrell, Mary and Brenda Bowman. 1995. Problem-posing: A tool for EFL curriculum renewal. *ELT Journal* 49 (4), 297-307.
- Schleppegrell, Mary. 1995. Cross-cultural EFL teaching: A reader responds. *TESOL Journal* 4 (2), 4.
- Schleppegrell, Mary. 1993. The Peace Corps and non-formal teacher education: Factors for success. *Teaching Education* 5 (2), 109-114.
- Schleppegrell, Mary. 1992. Subordination and linguistic complexity. *Discourse Processes* 15 (2), 117-131.
- Simich-Dudgeon, Carmen, Lynn McCreedy, and Mary Schleppegrell. 1992. Conducting verbal reviews. In Patricia Richards-Amato and Ann Snow (eds.) *The Multi-Cultural Classroom: Readings for Content-Area Teachers*, pp. 222-241. New York: Longman.
- Schleppegrell, Mary. 1991. Paratactic *because*. *Journal of Pragmatics* 16, 121-135.
- Schleppegrell, Mary. 1991. English for Specific Purposes: A program design model. *English Teaching Forum*, October, 1991, pp. 18-22. Reprinted (1994) in Thomas Kral (ed.) *Teacher Development, Selected Articles from English teaching forum 1989-1993*. USIA.
- Schleppegrell, Mary and Linda Royster. 1990. Business English: An international survey. *English for Specific Purposes* 9 (1), 3-16.
- Kikai, Akio, Mary Schleppegrell, and Sali Tagliamonte. 1986. The influence of syntactic position on relativization strategies: A synchronic and diachronic perspective. In Keith M. Denning, Sharon Inkelas, Faye C. McNair-Knox and John R. Rickford (eds.) *Variation in Language: NWAV-XV at Stanford* (Proceedings of the Fifteenth Annual Conference on New Ways of Analyzing Variation in Language). Stanford University: Department of Linguistics: 266-277.
- Schleppegrell, Mary. 1985. Economic input: An ESP program. *ESP Journal* 4, 111-119.

Schleppegrell, Mary. 1984. Using input methods to improve writing skills. *System* 12 (3), 287-292.

Book Reviews

Schleppegrell, Mary. 2015. Review of *Language and Education: Learning and teaching in society* by Ruqaiya Hasan. Volume 3 of *The Collected Works of Ruqaiya Hasan*, Jonathan J. Webster, Editor. *Language and the Human Sciences* 10 (2), 195-200.

Schleppegrell, Mary. 2009. Review of *Language, knowledge, and pedagogy: functional linguistic and sociological perspectives* by Frances Christie and James R. Martin (Eds.). *Language in Society* 38 (4), 543-545.

Schleppegrell, Mary. 2009. Review of *Language and Literacy: Functional Approaches* by Rachel Whittaker, Mick O'Donnell, and Anne McCabe (Eds.). *Language in Society* 38 (2), 273-274.

Schleppegrell, Mary. 2008. Review of *Historical Discourse: The language of time, cause, and evaluation* by Caroline Coffin. *Curriculum Inquiry* 38 (4), 489-491.

Schleppegrell, Mary. 2008. Review of *Language, Education and Discourse: Functional Approaches* by Joseph A. Foley (Ed.). *Language in Society* 37 (1), 141-144.

Schleppegrell, Mary. 2007. Review of *E-literature for children: Enhancing digital literacy learning* by Len Unsworth. *Linguistics and Education* 18 (1), 93-95.

Schleppegrell, Mary. 2005. Review of *Re/reading the past: Critical and functional perspectives on time and value*, James R. Martin and Ruth Wodak (Eds.). *Discourse Studies* 7 (3), 389-391.

Schleppegrell, Mary. 2004. Review of *Classroom Discourse Analysis: A Functional Perspective* by Frances Christie. *Language in Society* 33 (3), 443-446.

Schleppegrell, Mary. 2003. Review of *Linking language and the environment: Greening the ESL classroom* by George M. Jacobs, Pramaranee M. Kumarasamy, Payomrat Nopparat, and Susan Amy. *Applied Environmental Education and Communication* 2 (2), 121-122.

Schleppegrell, Mary. 2003. Review of *Teaching Reading: Effective Schools, Accomplished Teachers*, Barbara M. Taylor and P. Davis Pearson (Eds.). *American Journal of Psychology* 116 (2), 330-336.

Schleppegrell, Mary. 2003. Review of *Second Language Writers' Text: Linguistic and Rhetorical Features* by Eli Hinkel. *TESOL Quarterly* 37 (2), 184-186.

Schleppegrell, Mary. 1996. Review of *Discourse and Pragmatic Constraints on Grammatical Choices: A Grammar of Surprises* by Maria Manoliu-Manea. *Journal of Pragmatics* 26, 446-449.

Schleppegrell, Mary. 1995. Review of *Strategic Interaction and Language Acquisition: Theory, Practice, and Research*, James E. Alatis (ed.) Proceedings of the 1993 Georgetown University Round Table On Languages and Linguistics. *Language Quarterly* 33 (1-2), 112-118.

Schleppegrell, Mary. 1995. Review of *Learning Together in the Multicultural Classroom* by Elizabeth Coelho. *TESL E-J* 1 (3), R-10.

Schleppegrell, Mary. 1994. Review of *Grammatical information in ESL dictionaries* by Edward Scott McCorduck. *Language* 70 (4), 862.

Colombi, Cecilia, and Mary Schleppegrell. 1994. Review of *Discourse Analysis for Language Teachers* by Michael McCarthy. *Applied Linguistics* 15 (4), 478-480.

Other publications

Schleppegrell, Mary J. 2016. Presenting an academic stance in writing about research. Blogpost on *Academic English: Teaching and Research*, posted on iResearch (url: <http://iresearch.unipus.cn/>), a discussion forum of the Foreign Language Teaching and Research Press to provide online resources for academics, ESL teachers, and postgraduate students in China. Edited by Jennifer Yameng Liang. Access at <http://iresearch.unipus.cn/hottopic/detail.php?PostID=17238>

Schleppegrell, Mary. 2016. Series Editor's Foreword. In Nick Ellis, Ute Römer, and Matthew Brook O'Donnell, *Language Usage, Acquisition, and Processing: Cognitive and Corpus Investigations of Construction Grammar* (pp. 15-17). Malden, MA: Wiley-Blackwell. [Language Learning Monograph Series, v. 66, Supplement 1].

Schleppegrell, Mary. 2014. Series Editor's Foreword. In Coffin, C. and Donohue, J. *A language as social semiotic-based approach to teaching and learning in higher education* (pp. vii-x). Malden, MA: Wiley-Blackwell. [Language Learning Monograph Series, v. 64, Supplement 1].

Schleppegrell, Mary J. 2012. Functional grammar in support of *Literacy in History*. *Perspectives on History*, 50(5), 3-4.

Schleppegrell, Mary. 2012. Series Editor's Foreword. In Frances Christie, *Language Education throughout the school years: A functional perspective* (pp. viii-x). Malden, MA: Wiley-Blackwell. [Language Learning Monograph Series, v. 62, Supplement 1.]

Schleppegrell, Mary J. 2011. *Academic Language*. Newsletter of the AERA Second Language Research Special Interest Group, Fall, 2011, pp. 7-8.

Moore, J.P., Carlisle, J.F., & Schleppegrell, M. (July, 2009). *Reading Achievement of English Language Learners in Reading First Schools in Michigan*. Technical Report #7.3. Evaluation of Reading First in Michigan. Ann Arbor, MI: University of Michigan.

Schleppegrell, Mary J. 2004. *Teaching academic writing to English learners*. University of California Linguistic Minority Research Institute (UC LMRI) newsletter, v. 13, n. 2 pp. 1-2.

Schleppegrell, Mary. 1998. *Why we should oppose Proposition 227*. *Journal of Juvenile Law and Policy*, University of California at Davis King Hall School of Law v. 2 n. 2: 54-55.

Schleppegrell, Mary. 1997. *Language, culture and EE: What's the connection?* Proceedings of the 1995 North American Association for Environmental Education Conference, Portland, Maine.

Schleppegrell, Mary. 1991. *Teaching English in Central Europe*. ERIC document No. ED 333 724.

Schleppegrell, Mary and Rebecca Oxford. 1989. *Language learning strategies for Peace Corps Volunteers*. Washington, DC: Peace Corps Information and Exchange.

Simich-Dudgeon, Carmen, Lynn McCreedy, and Mary Schleppegrell. 1989. *Helping limited English proficient children communicate in the classroom: A handbook for teachers*. Program Information Guide Series No. 9. Silver Spring, MD: National Clearinghouse for Bilingual Education.

Schleppegrell, Mary. 1987. *The older language learner*. ERIC Digest. Washington, DC.: ERIC Clearinghouse on Languages and Linguistics.

Schleppegrell, Mary and Brenda Bowman. 1986. *ESP: Teaching English for Specific Purposes*. Washington, DC: Peace Corps Information Collection and Exchange. Also available as ERIC document ED 274 218.

Editorial work

Editorial boards: *The Elementary School Journal*, *Functions of Language, Linguistics and Education*, *RISTAL (Research in Subject Teaching and Learning)*, *Register Studies*.

Chair, Board of Directors, *Language Learning*. 2017-2022.

Editor, *Language Learning Monograph Series*, 2010 – 2013. Monographs published:
Christie, F. (2012). Language Education Throughout the School Years: A Functional Perspective. [Language Learning Monograph Series]. *Language Learning* 62(Supplement 1).

Coffin, C. and Donohue, J. (2014). A language as social semiotic-based approach to teaching and learning in higher education. [Language Learning Monograph Series]. *Language Learning* 64(Supplement 1).

Ellis, Nick, Ute Römer, and Matthew Brook O'Donnell. (2016). *Language Usage, Acquisition, and Processing: Cognitive and Corpus Investigations of Construction Grammar*. [Language Learning Monograph Series]. *Language Learning* 66(Supplement 1).

Editor, special issue on academic language for *The Elementary School Journal*, volume 112, n. 3, 2012.

Courses

At the University of Michigan

- Introduction to Systemic Functional Linguistics (EDUC 737; 750)
- Introduction to Discourse Analysis (EDUC 737)
- Language development in home and school contexts (EDUC 525)
- Educational Linguistics (ELI 593)
- Language analysis for second language teaching and learning (EDUC 526)
- Second Language Assessment (EDUC 595)
- English language learners in school settings (EDUC 706/737)
- Functional language analysis (EDUC 737)
- Language Analysis for Education (EDUC 737)

- The Challenges of Academic Language (EDUC 737)
- Second Language Writing in School Settings (EDUC 737)
- Topics in Professional Education: Pedagogy for Diverse Learners (EDUC 490)

At the University of California, Davis

- Research in Second Language Acquisition (LIN 281)
- Sociolinguistics and Second Language Acquisition (LIN 205D)
- Pedagogical Applications of Second Language Acquisition Theory (LIN 289)
- Discourse Analysis: Text in Context (LIN 263)
- Methods of Teaching English as a Second/Foreign Language (LIN 300)
- Materials in Teaching English as a Second/Foreign Language (LIN 301)
- Research in Teaching English as a Second/Foreign Language (LIN 302)
- American Voices (LIN 160)
- Introduction to Linguistics (LIN 1)
- BAD English: Investigating Language in Action (Freshman Seminar)

At Universidad Nacional de Cordoba, Argentina

- Research Methods in Applied Linguistics (For new graduate program, Facultad de Lenguas, 2001)

Grants

Library of Congress: “Using our Nation’s Library to Teach Writing with Primary Sources to All Students.” Senior Advisor; Chauncey Monte-Sano, P.I. October 1, 2016 – September 30, 2017. \$179,000. Renewed for October 1, 2017 - September 30, 2018. \$453,579. Renewed October, 2018 – September, 2019. \$179,000.

James S. McDonnell Foundation: “Teachers Learning to Facilitate Communication and Reasoning Through Inquiry with History and Social Science Sources.” With Chauncey Monte-Sano. January, 2018 – December 31, 2022. \$2,500,000.

Institute of Education Sciences (IES): “The iterative development of modules to support teachers’ engagement in *Exploring Language and Meaning in Text* with English Language Learners.” With Annemarie Palincsar, Co P.I.; July 1, 2010-June 30, 2013; \$1,397,598.

Dearborn Schools: “Functional grammar for reading comprehension and writing development.” December, 2009-May, 2010; \$10,000.

Voluntary Sustainability Award from the Michigan Department of Education for work with Dearborn Public Schools and Cesar Chavez Academy, February, 2009; \$12,982.80.

Reading First English Language Learner Task Force of the Michigan Department of Education: “Supporting English learners’ reading comprehension,” November, 2006; \$5000; September, 2007; \$10,000.

University of California Linguistic Minority Research Institute (LMRI): “Helping content area teachers work with academic language: Promoting English Language Learners’ literacy in history,” \$24,909; March, 2003.

California History Project, “English Learners in history classrooms: Challenges and opportunities,” \$52,429; in collaboration with Vaidehi Ramanathan; July, 2001.

University of California Linguistic Minority Research Institute (LMRI), “Grammatical and discourse features of the target genres in California’s English Language Development (ELD) Standards,” \$14,994; March, 2001.

Center for Cooperative Research and Extension Services for Schools, “Initial Reading Instruction: The value of primary language support,” \$2,950; in collaboration with Shelly Wickwire; June, 2000.

Faculty Research Grant, “The linguistic challenges of true-false and multiple choice exams,” Committee on Research, UC Davis, \$1500; 2000-01.

Presidential Grant for Teacher Research in Education, “Identifying and addressing the needs of students for college-level reading and writing - Adding the high school context to college prep work,” University of California Office of the President, \$28,500; in collaboration with Co-PI Sandra Murphy and others; July, 1998.

Faculty Research Grant, “The linguistic demands of science education,” Committee on Research, UC Davis, \$1500; 1998-99.

Faculty Research Grant, “Features of conjunction and cohesion from spoken English in the writing of non-native speakers,” Committee on Research, UC Davis, \$3000; 1993-94.

World Wildlife Fund Grant, “Language in environmental education: teaching about biodiversity in the multicultural classroom,” \$8448; 1994-95.

Multicampus Research Incentive Fund, University of California Office of the President, “The transition from community college to four-year university: Linguistic demands and the English as a Second Language student,” \$6,423.00 , in collaboration with PI Jan Frodesen of UCSB and other UC ESL researchers; 1996-97.

New Initiatives Reserve Fund, UCD, “Second Language Acquisition Institute, \$80,000; in collaboration with Robert Blake, Cecilia Colombi, Fred Genesee, and Martha Macri; 1997.

Presentations

Invited Research Presentations

Schleppegrell, Mary J. 2020. Supporting students in moving from reading to writing through discipline-specific focus on language. Presented at Michigan State University, Lansing, February 12, 2020.

Schleppegrell, Mary J. 2019. Supporting reading across school subjects with meaningful metalanguage. Presented at Uppsala University, Sweden, May 17, 2019.

Schleppegrell, Mary J. 2019. Supporting learners to engage with knowledge and language across subjects. Presented at NOFA7, Nordic Conference on Teaching and Learning in Curriculum Subjects. Stockholm University, Sweden, May 14, 2019.

Schleppegrell, Mary J. 2019. SFL across contexts: The role of theory. Presented at the second annual conference of *GRADNASFLA (Graduate students of the North American Systemic*

- Functional Linguistics Association*, Georgetown University, Washington, DC, February 22, 2019.
- Colombi, Cecilia, and Schleppegrell, Mary J. 2018. Advanced (bi)literacy: Where have we been and where we are going? Invited Keynote presentation at the 45th annual meeting of ISFLA (International Systemic Functional Linguistics Association), Boston College, Boston, MA, July 25, 2018.
- Schleppegrell, Mary J. 2018. Supporting academic language development with functional grammar. SUNY Oswego, NY, March 8, 2018.
- Schleppegrell, Mary J. 2017. Teaching language to support learning across subject areas. Invited keynote presentation to MITESOL (Michigan Teachers of English to Speakers of Other Languages) annual conference, Oakland, Michigan, October 20, 2017.
- Schleppegrell, Mary J. 2017. The epistemic function of the language of schooling. Invited presentation to the conference on Literalität und Erkenntnis: Theoretische, didaktische und empirische Perspektiven. Monte Verità, Switzerland, August 28, 2017.
- Schleppegrell, Mary J. 2017. Language development in adolescence. Invited presentation to CPEP (Combined Program in Psychology and Education) colloquium, University of Michigan, February 22, 2017.
- Schleppegrell, Mary J. 2016. Building meanings in the classroom: Metalanguage for reflection literacy. Invited Keynote presentation at ALSFAL 2016 (South American Systemic Functional Linguistics Association meeting), Universidad del Norte, Barranquilla, Colombia, September 7, 2016.
- Schleppegrell, Mary J. 2016. Language and meaning across disciplinary cultures: Making language visible in teaching school subjects. Invited Keynote presentation at the Colombian conference on Content and Language Integrated Learning (CLIL), Universidad del Norte, Barranquilla, Colombia, September 9, 2016.
- Schleppegrell, Mary J. 2016. Metalanguage for talk about text to support the reading-writing connection. Presentation at the University of Florida, Gainesville, April 8, 2016.
- Schleppegrell, Mary J. 2015. Teaching Historical Content, Developing Student Literacy. Presentation to the 25th anniversary conference of the California History Project: *Teaching the Past for Tomorrow*. University of California at Los Angeles, November 6, 2015.
- Schleppegrell, Mary J. 2015. Teaching the languages of schooling for equity and quality in education. Invited presentation to the Council of Europe Intergovernmental conference on *The language dimension in all subjects: Equity and quality in education*. Strasbourg, 14-15 October 2015.
- Schleppegrell, Mary J. 2015. Learning to situate SFL-inspired pedagogies in new contexts. Invited presentation to a symposium on educational semiotics: Towards high impact research in school education contexts: methodological synergies. Invited presentation to the Education Symposium of the International Systemic Functional Linguistics conference, July 25, Aachen, Germany.
- Schleppegrell, Mary J. 2015. Making meaning in contexts of schooling: Grammar and consciousness-raising. Invited presentation to a symposium on *The Making of*

Meaning: Grammar, Society and Consciousness, April 23, 2015, Beijing Normal University, Beijing, China.

- Schleppegrell, Mary J. 2014. Supporting language-based content teaching with metalanguage from Systemic Functional Linguistics. Invited presentation as an Aston Distinguished Visiting Lecturer, March 5, 2014, Aston University, Birmingham, UK.
- Palincsar, A. S. and Schleppegrell, M. J. (2013). What do teachers need to know about the language of science text? Invited presentation to the National Research Council workshop on Exploring the Overlap between “Literacy for Science” and the Practice of Obtaining, Evaluating, and Communicating Information, Washington, DC, Dec. 9-10, 2013.
- Schleppegrell, Mary J. 2013. Functional grammar in support of English language learners' literacy development in the elementary grades. Invited presentation to the Language Institute at the University of Wisconsin-Madison, Madison, February 13, 2013.
- Schleppegrell, Mary J. 2012. The role of metalanguage in supporting academic language development. Invited presentation for the conference *Currents in Language Learning*, University of Michigan, Ann Arbor, April 1, 2012.
- Schleppegrell, Mary J. 2012. The role of a metalanguage in supporting academic language development. University of California, Davis, March 19, 2012.
- Schleppegrell, Mary J. 2011. Focusing on language and meaning in teachers' professional development. Professional organization session of the North American Systemic Functional Linguistics Association at the National Council of Teachers of English annual meeting, Chicago, IL, November 19, 2011.
- Schleppegrell, Mary J. and Annemarie Palincsar. 2011. Using functional grammar to assist teachers of English language learners. Invited colloquium, University of Michigan, Dearborn, School of Education, November 9, 2011.
- Schleppegrell, Mary J. 2011. Workshop on academic language. Presented to *The George Washington University Center for Equity and Excellence in Education (GW-CEEE)*, Arlington, VA, March 4, 2011.
- Schleppegrell, Mary J. 2010. Evolving language-based pedagogy: Teachers taking up functional grammar. Invited plenary presentation to the *International Systemic Functional Linguistics Association Congress*, Vancouver, BC, July 21, 2010.
- Schleppegrell, Mary J. 2010. The role of a meta-language in supporting academic language development. Invited presentation to *the Language, Equity, and Education Policy (LEEP)* graduate student organization, Stanford University, April 13, 2010.
- Schleppegrell, Mary J. 2010. Supporting ELL reading with talk and writing. Invited presentation at the *Michigan Reading Association Conference*, March 20, 2010, Detroit, MI.
- Schleppegrell, Mary J. 2009. Functional grammar in the classroom. Invited plenary talk for *Symposium 2009: Genrer och funktionellt språk i teori och praktik*. Stockholm University, Stockholm, Sweden, October, 2009.
- Schleppegrell, Mary J. 2008. Reading, Writing, and Grammar: Making Connections. Presentation to the annual MITESOL (Michigan Teachers of English to Speakers of Other Languages) conference, Lansing, MI, October 25, 2008.

- Schleppegrell, Mary J. 2008. Academic language across school subjects: Preparing our kids to succeed. Presented at the *Michigan Department of Education English Language Learners Directors' Conference*, May 9, 2008, East Lansing, MI.
- Schleppegrell, Mary J. 2008. Supporting academic literacy development across the curriculum. Presented at the *Academic literacy summit: A call to action in practice and policy*, University of California, Davis, February 6, 2008.
- Schleppegrell, Mary J. 2007. Learning history, learning academic language. Presented at the *CREATE conference on Academic Language and Content*, Chicago, IL, October 1-2, 2007.
- Schleppegrell, Mary J. 2007. Learning in English: the role of teachers in all subjects. Presented at the *Teachers for a New Era English Language Development Conference*, Boston College, September 24-25, 2007.
- Schleppegrell, Mary J. 2007. A History Lesson: Teaching and learning through functional grammar. Presented at the *Building Academic Literacy and Achievement through History Conference of the California History-Social Science Project*, University of California, Berkeley, February 9, 2007.
- Schleppegrell, Mary J. 2006. Learning history, developing literacy: A focus on academic language. Presented at the *Building Academic Literacy through History Conference of the California History-Social Science Project*, University of California, Irvine, February 1, 2006.
- Schleppegrell, Mary J. 2005. The challenges of academic language in school subjects. Invited plenary presentation at the conference *Språket och kunskapen*, organized by the Institute for Research on Swedish as a Second Language at Göteborg (Gothenburg) University in Göteborg, Sweden, October 7-8, 2005.

Refereed Research Presentations

- Krishnan, Jenell, Mary J. Schleppegrell, Penelope Collins, Mark Warschauer. 2019. Promoting close reading with digital scaffolding in middle school. Presented at the annual meeting of the *American Educational Research Association (AERA)*, Toronto, CN, April, 2019.
- Schleppegrell, Mary J. 2019. Interpersonal meaning across disciplinary discourses: Variation and its implications for pedagogy. Presented at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Atlanta, GA, March 20, 2019.
- Schleppegrell, Mary J. 2019. The role of meaningful metalanguage: Supporting language development at school. Presented as part of a colloquium on “Children’s development of knowledge about language,” organized by Ruth French, at the 45th annual meeting of *ISFLA (International Systemic Functional Linguistics Association)*, Boston College, Boston, MA, July 23, 2018.
- Monte-Sano, Chauncey, Mary Schleppegrell, Ryan Hughes, & Sarah Thomson. 2018. Middle school students writing in history/social-science: Disciplinary and linguistic perspectives. Presented as part of a symposium on “International perspectives on writing in history: the role of language,” organized by Chauncey Monte-Sano, at the annual meeting of the *American Educational Research Association (AERA)*, New York, NY, April, 2018.
- Schleppegrell, Mary J. 2018. Developing instructional theory through design-based research on SFL approaches. Presented as part of a colloquium on “Recontextualizing SFL theory and

praxis in multilingual classrooms in the United States: A critical reflection,” organized by Meg Gebhard, at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Chicago, IL, March, 2018.

- Monte-Sano, Chauncey, Ryan Hughes, Sarah Thomson, and Mary Schleppegrell. 2018. Disciplinary and linguistic approaches to analysis of middle school students’ writing in history. Presented as part of a colloquium on “Innovative approaches to scaffolding writing using Systemic Functional Linguistics,” organized by Silvia Pessoa, at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Chicago, IL, March, 2018.
- Schleppegrell, Mary J. 2017. English learners writing from primary sources in middle school history: disciplinary literacy tools and a focus on language. Presented as part of a colloquium on “Using Systemic Functional Linguistics & Genre-based Pedagogy to Scaffold Reading and Writing in History,” organized by Silvia Pessoa, at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Portland, OR, March, 2017.
- Schleppegrell, Mary J. 2016. Linguistic tools for supporting emergent critical language awareness in the elementary school. Presented at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Orlando, FL, April 9, 2016.
- Jou, Yu-Shiang, and Schleppegrell, Mary J. 2015. Analyzing ENGAGEMENT in academic discourse with attention to GRADUATION. International Systemic Functional Linguistics conference, July 27, Aachen, Germany.
- Schleppegrell, Mary J., Jason Moore, Catherine O’Hallaron, and Annemarie Palincsar. 2015. Beyond Toulmin: Supporting Argument Writing in Disciplinary Ways in the Primary Grades Presented at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Toronto, ON, March, 2015.
- Moore, Jason, Mary J. Schleppegrell, & Carrie Symons. 2015. Pitfalls and Promise: Using SFL to Develop Disciplinary Linguistic Knowledge for Reading in Science and ELA. Presented as part of a colloquium on “Literacy Instruction Informed by Linguistic Theory: Exploring Optimal Contexts for Bilingual Students’ Learning,” organized by Maria Brisk, at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Toronto, ON, March, 2015.
- O’Hallaron, Catherine, & Mary Schleppegrell. 2014. Conceptualizing ‘voice’ in children’s academic arguments. Presented at the Literacy Research Association (LRA) annual conference, Marco Island, FL, December, 2014.
- Schleppegrell, Mary J. 2014. Demystifying text complexity: supporting the linguistic work of teaching. Presented as part of a symposium on “How research with English Learners, informed by Systemic Functional Linguistics theory, can support the call for ‘close reading’ of ‘complex texts,’” organized by Annemarie Palincsar, at the annual meeting of the *American Educational Research Association (AERA)*, Philadelphia, PA, April 5, 2014.
- Schleppegrell, Mary J., Catherine O’Hallaron, & Annemarie Palincsar. 2014. Using Systemic Functional Linguistics to support critical language awareness in science reading and writing. Presented as part of a colloquium on "Approaches to critical language awareness," organized by Mariana Achugar, at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Portland, OR, March 25, 2014.
- Schleppegrell, Mary J. 2014. Developing teachers’ knowledge about language and supporting language-based content teaching with metalanguage from Systemic Functional Linguistics.

Presented at a Roundtable on Academic Discourse Socialization at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Portland, OR, March 24, 2014.

Schleppegrell, Mary J. 2013. Supporting the common core: need for a focus on language. Presented as part of a colloquium on "Literacy Instruction for ELLs: Meeting Common Core State Standards," organized by Amanda Kibler at the annual TESOL (*Teachers of English to Speakers of Other Languages*) conference, Dallas, TX, March 23, 2013.

Schleppegrell, Mary J. 2013. Academic language: Supporting the development of language resources for success at school. Presented as part of a colloquium on "Perspectives on Language for Academic Success," organized by Ryoku Kubota and Margaret Hawkins, at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Dallas, TX, March 18, 2013.

Schleppegrell, Mary J. 2013. The Disciplinary Challenges of English Language Arts: The Role of a Functional Grammar in Supporting Student Learning. Colloquium organized for the annual conference of the *American Association for Applied Linguistics (AAAL)*, Dallas, TX, March 17, 2013.

Moore, Jason, and Mary J. Schleppegrell. 2013. Essays in Elementary: An SFL-Based Curriculum for Supporting ELLs in Primary Grades to Write Analytical Responses to Literature. Presented as part of a colloquium on "The Disciplinary Challenges of English Language Arts: The Role of a Functional Grammar in Supporting Student Learning," organized by Mary Schleppegrell, at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Dallas, TX, March 17, 2013.

Schleppegrell, Mary J. 2012. The role of a metalanguage in supporting English language learners' literacy development. Presented as part of a symposium on "Investigations of a functional grammar approach to enhance the reading and writing achievement of elementary English language learners," organized by Annemarie Palincsar, at the annual meeting of the *American Educational Research Association (AERA)*, Vancouver, BC, April 14, 2012.

Schleppegrell, Mary J. 2012. SFL metalanguage that makes language-meaning connections to support ELL writing development. Presented as part of a colloquium on "Analyzing and supporting ELL writing with functional grammar," organized by Mary Schleppegrell, at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Boston, MA, March 24, 2012.

Moore, Jason, and Mary J. Schleppegrell. 2012. Using a functional linguistics metalanguage to support academic language development. Invited presentation for a colloquium on "Academic language and English language learners: Theory and practice," organized by Mari Haneda and Gordon Wells, at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Boston, MA, March 24, 2012.

Schleppegrell, Mary J. 2011. The relevance of a meaning-based metalanguage in teaching English language learners. Presented at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Chicago, IL, March 29, 2011.

Schleppegrell, Mary J. 2011. Using knowledge about grammar and genre to support writing in the elementary grades. Colloquium presented at the *Writing Research Across Borders II* conference, George Mason University, Reston, VA, February 20, 2011.

- Schleppegrell, Mary J. 2010. Supporting meaningful talk about text in the classroom through a focus on the forms language takes. Presented at the annual conference of the *American Association for Applied Linguistics (AAAL)*, Atlanta, GA, March 8, 2010.
- Schleppegrell, Mary J. 2010. *Linguistics for linking language and content learning*. Presented at a symposium on *Contributions from Linguistics to Educational Challenges* at the annual meeting of the Linguistic Society of America, Baltimore, MD, January 8, 2010.
- Schleppegrell, Mary J. 2009. *Language in academic subject areas and classroom instruction: what is academic language and how can we teach it?* Invited paper for a workshop on *The role of language in school learning* sponsored by The National Academy of Sciences, Menlo Park, CA, October, 2009.
- Schleppegrell, Mary J. 2008. The construct *historical thinking* in arguments for history education. Presented at the symposium on *Disciplinary, Knowledge, and Language*, University of Sydney, Australia, December 10, 2008.
- Schleppegrell, Mary J. 2008. Talking about how language works. Invited presentation to the NSF-sponsored *Investigating Equitable Discourse Practices in Mathematics Classrooms* conference, Rochester, NY, May 15-18, 2008.
- Schleppegrell, Mary J. 2008. The linguistic dimension of teacher knowledge. Invited presentation to the *Understanding the knowledge for teaching* conference, University of Michigan, Ann Arbor, May 12, 2008.
- Schleppegrell, Mary J. 2008. Talking with English language learners about the language of schooling. Invited presentation for the research committee sponsored session: *Conceptualizing forms of language for learning and teaching* at the annual TESOL (Teachers of English to Speakers of Other Languages) conference, New York, NY, April 3, 2008.
- Schleppegrell, Mary J. 2008. Supporting English learners' reading comprehension through functional grammar analysis. Presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Washington, DC, March 30, 2008.
- Schleppegrell, Mary J. 2008. Perspectives on academic language and their implications for classroom practice and research. Presented to the Linguistics Colloquium, University of California, Davis, February 14, 2008.
- Schleppegrell, Mary J. 2007. Functional linguistics perspectives on language in mathematics teaching and learning. Presented to the Mathematics Education Colloquium, Michigan State University, October 10, 2007.
- Schleppegrell, Mary J. 2006. Writing and the Generation 1.5 student: The linguistic construal of *elaboration, stance, and logical reasoning*. Presented to the Linguistics Department Colloquium, University of Michigan, November 10, 2006.
- Schleppegrell, Mary J. 2006. The development of academic uses of English by adolescent English learners. Presented at a symposium on the state of research on the development of academic uses of language by adolescent English language learners, WestEd, San Francisco, CA, September 14 and 15.

- Schleppegrell, Mary J. 2006. Evaluating and persuading: Challenges for English learners and their history teachers. Presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Montreal, CN, June, 2006.
- Schleppegrell, Mary J. 2006. Linguistic features of successful writing in history. Presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April, 2006.
- Schleppegrell, Mary J. 2006. The language of history: Time, cause, abstraction, and interpretation. Presented at the annual meeting of the American Historical Association, Philadelphia, PA, January 7, 2006
- Schleppegrell, Mary J. 2005. Describing pathways into second language writing. Presented at the 32nd International Systemic-Functional Linguistics Congress, Sydney, Australia.
- Schleppegrell, Mary J. 2005. Writing an argument: Using functional grammar to develop academic language in history. Presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada, April, 2005.
- Schleppegrell, Mary J. 2005. Defining advanced language capacity: the linguistic features of academic language. Presented at the Georgetown University Round Table on Languages and Linguistics (GURT), Washington, DC, March, 2005.
- Schleppegrell, Mary J. 2005. Account for, explain, or argue? Patterns of language in expository writing. Invited talk, Carnegie Mellon University, March 22, 2005.
- Schleppegrell, Mary J. 2004. Promoting English Language Learners' literacy in history. Presented to the Linguistic Minority Research Institute, University of California, Santa Barbara, May 7, 2004.
- Schleppegrell, Mary J. 2004. The construction of *cause* in history textbooks. Presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Portland, OR, May 4, 2004.
- Schleppegrell, Mary J. 2003. Assessing and promoting middle school students' understanding of the language of schooling. Presented in a symposium at the annual meeting of the National Reading Conference, Scottsdale, AZ. Dec. 3-6, 2003.
- Schleppegrell, Mary J. 2003. Investigating academic English development. Presented at the North American Systemic Functional Linguistics Association (NASFLA) conference as part of the Linguistic Society of America (LSA) Summer Institute, Michigan State University, East Lansing, MI., July 25, 2003.
- Schleppegrell, Mary J. and Ann L. Go. 2003. Grammar for meeting the ELD Standards. Presented at the annual conference of the UC Linguistic Minority Research Institute (LMRI), May 10, 2003, San Diego, CA.
- Achugar, Mariana, and Mary J. Schleppegrell. 2003. The place of grammar in academic language development: Learning history. Presented at the annual conference of the American Association of Applied Linguistics, Arlington, VA, March, 2003.
- Schleppegrell, Mary J. and Ann L. Go. 2003. Linking grammar and genre in writing development. Presented at the annual TESOL (Teachers of English to Speakers of Other Languages) conference, Baltimore, March, 2003.

- Schleppegrell, Mary J. and Ann L. Go. 2002. Grammar and the ELD Standards. Presented at the annual conference of the UC Linguistic Minority Research Institute (LMRI), May 4, 2002, Berkeley, CA.
- Schleppegrell, Mary. 2001. Grammatical metaphor in second language writing. Presented at the 28th International Systemic Functional Linguistics Congress, Ottawa, Canada, July 23, 2001.
- Wickwire, Shelly, and Schleppegrell, Mary. 2001. Initial reading instruction: The value of primary language support. Presented at the 12th annual CRESS Teacher Research Conference, Folsom, CA, March 17, 2001.
- Schleppegrell, Mary. 2001. Grammatical metaphor in ESL students' science writing. Presented at the annual conference of the American Association for Applied Linguistics, St. Louis, MO, February 27, 2001.
- Colombi, Cecilia, and Schleppegrell, Mary. 2000. How to analyze the development of academic writing. Presented at the 27th International Systemic Functional Linguistics Congress, Melbourne, Australia, July 10, 2000.
- Schleppegrell, Mary. 2000. The linguistic challenges of exams in university science courses. Presented at the annual meeting of the American Association for Applied Linguistics, Vancouver, BC, March 12, 2000.
- Schleppegrell, Mary. Challenges of the science register for ESL students: Interpersonal and textual meanings. Presented at the Conference on Advanced Literacy, University of California, Davis, February 18, 2000.
- Schleppegrell, Mary. 1999. Grammar as resource: Guiding student writers. Presented at the annual conference of the American Association for Applied Linguistics in Stamford, CT, March 7, 1999.
- Schleppegrell, Mary, and Cecilia Colombi. 1998. Bilingual writers' clause structure as a reflection of discourse structure. Presented at the 25th International Conference on Systemic Functional Linguistics, Cardiff, Wales, July 6, 1998.
- Schleppegrell, Mary. 1998. The challenges of preparing students for a broad range of teaching contexts. Presented at the annual CATESOL (California Teachers of English to Speakers of Other Languages) conference in Pasadena, April 25, 1998.
- Schleppegrell, Mary. 1998. Using the classroom as a resource for research. Presented at the annual CATESOL (California Teachers of English to Speakers of Other Languages) conference in Pasadena, April 24, 1998.
- Schleppegrell, Mary. 1996. Abstraction and Agency in Middle School Environmental Education. Presented at the Symposium on Eco-Linguistics, International Association of Applied Linguistics (AILA), Jyväskylä, Finland, August, 1996.
- Schleppegrell, Mary. 1995. Spoken English and Academic Writing. Presented at the UC Council of Writing Programs Conference, UC Santa Cruz, November 4, 1995.
- Schleppegrell, Mary. 1995. Language, culture and EE: What's the connection? Presented at the conference of the North American Association for Environmental Education (NAAEE), Portland, Maine, September 19, 1995.

- Schleppegrell, Mary, Suporn Chenhansa, and Collette LaRocque. 1995. Language in environmental education: Perspectives of students and teachers. Presented at the International Conference on Teacher Research, University of California, Davis, April 13.
- Schleppegrell, Mary. 1994. Problem-Posing: A tool for teacher education. Presented at TESOL '94 (Teachers of English to Speakers of Other Languages), Baltimore, MD.
- Schleppegrell, Mary. 1994. Cohesion and conjunction in spoken English and the writing of ESL students. Presented to University of California, Davis, Linguistics Colloquium. February 18.
- Schleppegrell, Mary. 1993. Perceptions about successful interaction: Implications for communication in the multicultural classroom. Presented at the Fourth International Pragmatics Conference, Kobe, Japan.
- Schleppegrell, Mary and Brenda Bowman. 1993. Problem-Posing: Students designing their EFL curriculum. Presented at TESOL '93 (Teachers of English to Speakers of Other Languages) conference, Atlanta, GA.
- Schleppegrell, Mary, Judy Braus, Kathryn Rulon, and Brenda Bowman. 1992. The environment makes a world of difference in TEFL. Presented at TESOL '92 (Teachers of English to Speakers of Other Languages), Vancouver, BC.
- Gilzow, Douglas, and Mary Schleppegrell. 1991. Teaching the older language learner: Lessons from the Peace Corps. Presented at ACTFL (American Council of Teachers of Foreign Languages), Washington, DC, November 23-25.
- Schleppegrell, Mary, and Kathleen Corey. 1991. TEFL in Central Europe: New challenges. Presented at TESOL '91, New York, NY, March 24-28.
- Schleppegrell, Mary. 1990. Comprehension-based activities for the large, multi-level classroom. Presented at the 10th Annual English Language Teaching Conference in Yemen, Sana'a, Yemen.
- Schleppegrell, Mary. 1990. ESP for the adult learner: A program design model. Presented at TESOL '90, San Francisco, CA.
- Schleppegrell, Mary. 1989. Paratactic because. Presented at the annual meeting of the Linguistic Society of America, Washington, DC.
- Schleppegrell, Mary. 1989. Subordination and linguistic complexity. Presented at the annual meeting of the American Association for Applied Linguistics, Washington, DC.
- Simich-Dudgeon, Carmen, Lynn McCreedy, and Mary Schleppegrell. 1988. Communication as interaction: Classroom implications for the LEP student. Presented at the Upper Great Lakes Multifunctional Resource Center Conference on the LEP Student, Michigan State University, Lansing, MI.
- Schleppegrell, Mary and Linda Royster. 1988. Business English: An international survey. Presented at TESOL '88, Chicago, IL.
- Royster, Linda, and Mary Schleppegrell. 1988. Speaking with one voice: Enhancing competitiveness with a common language. Presented at the annual meeting of the American Society for Training and Development (ASTD), Dallas, TX.

Schleppegrell, Mary and Donna Christian. 1986. Putting academic language in its place. Presented at the American Anthropological Association meeting, Philadelphia, PA. Available as ERIC document ED 278 266.

Simich-Dudgeon, Carmen, and Mary Schleppegrell. 1986. Academic language talk: Significant features in the responses of good communicators. Presented at the Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

Schleppegrell, Mary. 1985. Designing materials for professionals: An Egyptian case study. Presented at WATESOL (Washington Area Teachers of English to Speakers of Other Languages) Annual Conference, University of Maryland, College Park, MD.

Invited Professional Development Presentations

Schleppegrell, Mary J., Harman, Ruth, and Ryshina-Pankova, Marianna. 2019. SFL Data analysis workshop: Issues of coding and interpretation. Pre-conference Institute at the 45th annual meeting of *ISFLA (International Systemic Functional Linguistics Association)*, Boston College, Boston, MA, July 19-21, 2018.

Monte-Sano, Chauncey, and Mary Schleppegrell. 2018. *Read.Inquire.Write* curriculum to support disciplinary thinking and argument writing in middle school social studies. Presented to site directors of the California History-Social Science Project, Davis, CA October 11, 2018.

Schleppegrell, Mary J. 2018. Supporting reading across school subjects and making the reading-writing connection through a focus on language. *Reading League*, Syracuse, NY, March 8, 2018.

Schleppegrell, Mary J. 2016. Assessing and responding to student writing from a meaning-based perspective. Invited workshop at the Colombian conference on Content and Language Integrated Learning (CLIL), Universidad del Norte, Barranquilla, Colombia, September 9, 2016.

Schleppegrell, Mary J. 2016. Using Live Ink to achieve your curricular goals. Workshop for middle school English Language Arts teachers, Garden Grove, CA, school district. August 25-26, 2016.

Schleppegrell, Mary J. and Rachel R. Klingelhofer. 2016. Scaffolding purposeful, cumulative dialogue with English learners. Webinar presentation to *Leading with Learning: Coaches' Community* professional development course for the new California ELD Framework and Standards.

de Oliveira, Luciana and Schleppegrell, Mary J. 2015. Focusing on Grammar and Meaning in Secondary School. Webinars for Oxford University Press Professional Development Services, November 18 and 19, 2015.

Schleppegrell, Mary J. 2014. Language and meaning in history for English language development. Presentation to site directors of the California History-Social Science Project, November 12, 2014.

Schleppegrell, Mary J. and Luciana de Oliveira. 2011. Functional grammar strategies to support English Language Learners. Presentation to CREATE project participants, St. Michael's College, Burlington, Vermont, January 29, 2010.

- Schleppegrell, Mary J. and Groover, Ross. 2010. Talking about text with English language learners. Workshop presented at the *Michigan Reading Association Conference*, March 20, 2010, Detroit, MI.
- Schleppegrell, Mary J. 2010. Embedding instruction in academic language. Presentation to CREATE project participants, St. Michael's College, Burlington, Vermont, January 29, 2010.
- Schleppegrell, Mary J. 2008. Developing academic language and supporting reading comprehension with functional grammar. August 12-13, 2008. Workshop presented at the *Reading First Institute*, East Lansing, MI.
- Schleppegrell, Mary J. 2008. Using functional grammar to engage English language learners in talk about text. Workshop presented at the *Michigan Department of Education English Language Learners Directors' Conference*, May 9, 2008, East Lansing, MI.
- Schleppegrell, Mary J. 2008. Talking about text: Supporting development of ELLs' academic language and content knowledge across subjects. Workshop presented to the Teacher Education faculty of the University of Texas, El Paso, March 7th, 2008.
- Schleppegrell, Mary J. 2008. Supporting academic literacy development across the curriculum. Workshop presented to the Educational Linguistics Study Group, Oakland Schools, March 4, 2008.
- Schleppegrell, Mary J. 2008. Talking about language with English Language Learners. Workshop presented to the teachers of Frankfort public schools, Frankfort, IN, February 26, 2008.
- Schleppegrell, Mary J. 2008. The language of "content": the relevance of grammar. Workshop presented to graduate students in linguistics, University of California, Davis, February 15, 2008.
- Greer-Crabtree, Stacey, Sarah Taylor, and Mary J. Schleppegrell. 2008. Literacy in history: Language and meaning. Workshop presented at the Academic Literacy Summit, University of California, Davis, February 6, 2008.
- Schleppegrell, Mary J. 2007. Using functional grammar to support reading comprehension. Workshop presented to the *Reading First ELL Task Force Facilitators' Workshop*, Lansing, MI, August 24, 2007.
- Schleppegrell, Mary J. 2007. The language of "content" in our schools and colleges: Making grammar relevant. Workshop presented at the annual conference of California Teachers of English to Speakers of Other Languages (CATESOL), April 15, San Diego, CA.
- Schleppegrell, Mary J. 2006. Learning History, Developing Literacy: A focus on academic language. *Professional development workshop for literacy coaches*, Oakland School District, Michigan, September 30 and October 7.
- Schleppegrell, Mary J. 2006. Getting meaning through functional grammar: Working with English language learners on grade-level text. Workshop presented at the first annual *Reading First* state conference, Dearborn, Michigan, August 15.
- Schleppegrell, Mary J. 2006. Academic language and English Language Learners: Developing content knowledge through a functional grammar approach. Workshop presented at the "*Our*

- Kids*” seminar for Teacher Educators sponsored by the Iowa Department of Education, Ames, Iowa, August 9.
- Schleppegrell, Mary J. 2005. Language and content for English learners. Workshop presented at the University of Michigan English Language Institute, Ann Arbor, MI, November 4, 2005.
- Schleppegrell, Mary J. 2005. Workshop for the UC Literacy Consortium teacher research project, Sacramento, CA, January 21, 2005.
- Schleppegrell, Mary J. 2004. Workshop for the San Joaquin Writing Project, Fresno, CA, November 6, 2004.
- Schleppegrell, Mary J. 2004. Grammar, genre, and the English learner. Workshop for California Area 3 Writing Project, University of California, Davis, October 30, 2004.
- Schleppegrell, Mary J. 2004. Grammar and genre in writing development. Workshops for California Area 3 Writing Project, University of California, Davis, July 26 and 27, 2004.
- Schleppegrell, Mary J. 2004. Keynote addresses to California History-Social Science Project *Building Literacy through History* Institutes, Sacramento , CA, June 14 and 21, 2004.
- Schleppegrell, Mary J. 2004. Keynote address to the California History-Social Science Project Literacy Summer Institute, University of California, Irvine, July 9, 2004.
- Schleppegrell, Mary J. 2004. Keynote address to the California History-Social Science Project Literacy Summer Institute, University of California, Los Angeles, July 21, 2004.
- Schleppegrell, Mary J. 2003. Reading history: Learning through functional language analysis. Presented at the “Building Literacy through History” institute for California History-Social Science Project site directors and literacy coordinators, Tiburon, CA, October 1, 2003.
- Schleppegrell, Mary J. 2003. Grammar analysis and reading history text. Invited keynote address to the University of California, Berkeley, History and Social Studies Project Summer Institute on English Language Learners, University of California, Berkeley, CA, July 21, 2003.
- Schleppegrell, Mary J. 2003. Building literacy through history. Invited keynote address to the Area 3 History and Cultures Project Summer Institute, Kit Carson Middle School, Sacramento, CA, June 18, 2003.
- Schleppegrell, Mary J. 2003. Academic language development for English learners in history classes. Presentation for the Area 3 History and Cultures Project, UC Davis, School of Education, April 22, 2003.
- Schleppegrell, Mary J. 2002. Working with English Language Learners in the history classroom. Presentation to the UCB History Project, University of California, Berkeley, July 31, 2002.
- Schleppegrell, Mary J. 2002. Constructing history through functional grammar. Presentation to the UCD History Project, University of California, Davis, June 21, 2002.
- Schleppegrell, Mary J. and Mariana Achugar. 2002. Working with English Language Learners in the history classroom. Presentation to the UCD History Project, University of California, Davis, June 7, 2002.

- Schleppegrell, Mary. 2001. Teaching English learners in history: New approaches to language in content areas. Presentation to Area 3 History and Cultures Project Seminar, University of California, Davis, September 29, 2001.
- Schleppegrell, Mary. 2001. Teaching Writing to English Learners. Presented at the Woodland Joint Unified School District, May 28, 2001
- Schleppegrell, Mary. 2000. Teaching Writing to English Learners. Presented to Woodland Joint Unified School District teachers, Woodland, CA, January 8, 2000.
- Schleppegrell, Mary. Grammar and the ESL Student. Presented at the annual conference of the California Writing Project, Sacramento, CA, January 8, 2000.
- Schleppegrell, Mary. 1998. Linking grammar with writing tasks: Suggestions for middle school teachers. Presented at the Capital Area CATESOL Conference, Sacramento, February 28, 1998.
- Lowry, Mary, and Mary Schleppegrell. 1996. College-bound ESL students and university writing: What high school teachers should know. Presented at the Capital Area CATESOL Conference, Sacramento, February 24, 1996.
- Schleppegrell, Mary. 1994. Background and purpose of the TEFL program evaluation. Presented at the Peace Corps/Ministry of Education Round Table Discussion on English Education in Hungary, September 12, 1994.
- Schleppegrell, Mary. 1993. Teacher Resource Centre Project Planning in Namibia. Presented to Ministry of Education and Peace Corps representatives, Harmony Centre, Windhoek, Namibia, September 6-7, 1993.
- Schleppegrell, Mary. 1991. Education Project Development Workshop. Presented to Ministry of Education and Peace Corps representatives from thirteen African countries, Accra, Ghana, September 27-October 4, 1991.
- Schleppegrell, Mary, Judy Braus, and Mary Jo Larson. 1991. English for Environmentalists: An English for Specific Purposes Workshop. Presented in Győr, Hungary, August 8-14, 1991.
- Schleppegrell, Mary and Steven Joyce. 1991. Education Project Development Workshop. Presented to Ministry of Education and Peace Corps representatives from six Eastern Caribbean countries, St. Kitts, W.I.
- Schleppegrell, Mary. 1990, 1991. Approaches to English language teaching. Presented at the Foreign Service Institute, Washington, DC.
- Schleppegrell, Mary. 1989. English for Specific Purposes: A workshop for teachers. George Mason University, Arlington, VA.

Research and consultant reports

- Schleppegrell, Mary J. 2015. *Teaching the languages of schooling for equity and quality in education*. Address to the Council of Europe Language Policy Unit, October, 2015. Available at http://www.coe.int/t/dg4/linguistic/Conference-LangScol_14-15Oct15_Programme_TEXTS_EN.asp#TopOfPage

- Schleppegrell, Mary J. 2009. *Language in academic subject areas and classroom instruction: what is academic language and how can we teach it?* Invited paper for a workshop on *The role of language in school learning* sponsored by The National Research Council of the National Academy of Sciences, Menlo Park, CA, October, 2009. For workshop summary, see http://www.nap.edu/catalog.php?record_id=12907
- Schleppegrell, M.J. 2007. Language in mathematics teaching and learning: A research review. Prepared for the Spencer Foundation, August, 2007.
- Schleppegrell, M. J. 2005. *Helping content area teachers work with academic language: Promoting English Language Learners' literacy in history* (Final report: Individual Research Grant Award #03-03CY-061G-D). Santa Barbara, CA: UC Linguistic Minority Research Institute.
- Schleppegrell, Mary J. 2003. *Grammar for writing: Academic language and the ELD Standards*. Final report for University of California Linguistic Minority Research Institute (UC LMRI) grant #01-02G-D, "Grammatical and discourse features of the target genres in California's English Language Development (ELD) Standards." July, 2003.
- Schleppegrell, Mary J. 2002. Grammatical and discourse features of the target genres in California's English Language Development (ELD) Standards. Interim report to the University of California Language Minority Research Project (UCLMRI).
- Wickwire Carlson, Shelly and Schleppegrell, Mary. June 2001. Initial Literacy Instruction: A longitudinal study of the reading and writing behaviors of Spanish-speaking students reading and writing in English and Spanish. Submitted to CRESS (Cooperative Research and Extension Services for Schools), Division of Education, UC Davis.
- Schleppegrell, Mary, Donna Brinton, Maria Cecilia Freeman, Jan Frodesen, Barbara Gable, Sharon Jones, Janet Lane, Margaret Loken, Mary Lowry, Robin Scarcella. 1999. English as a Second Language for Graduate Students at the University of California: Populations, Services, and Issues. Presented to the University of California Committee on Preparatory Education, Oakland, CA.
- Schleppegrell, Mary. 1995. Language in environmental education: teaching about biodiversity in the multicultural classroom. Report to World Wildlife Fund.
- Schleppegrell, Mary. 1995. Revised Project Plan for Teacher Training in Namibia. Report to the Peace Corps.
- Schleppegrell, Mary J., Janet Paz Castillo, and Marianna Krémer. 1994. Evaluation of English teaching projects in Hungary. Report to the Peace Corps.
- Schleppegrell, Mary. 1993. Proceedings of the Teacher Resource Centre Project Planning Conference and Project Plan for Teacher Training in Namibia. Report to the Peace Corps.
- Schleppegrell, Mary. 1992. Final Report on Education Sector Meetings, Peace Corps Eurasia/Middle East First Regional Conference, Warsaw, Poland, December 7-12. Report to the Peace Corps.
- Schleppegrell, Mary. 1992. Education Supplement, Programming and Training Systems Manual. Education Sector, Office of Training and Program Support, Peace Corps, Washington, DC.
- Schleppegrell, Mary. 1992. Pre-Service Training for Education in The Gambia. Report to the

Peace Corps.

- Schleppegrell, Mary. 1992. Program design for English teaching in Lithuania, Latvia, and Estonia. Project plan for the Peace Corps.
- Schleppegrell, Mary. 1991. Education project development in Anglophone Africa. Report to the Peace Corps.
- Schleppegrell, Mary and Judy Braus. 1991. Education and the environment: Hungary and Czechoslovakia. Report to the Peace Corps.
- Schleppegrell, Mary. 1991. Secondary education in Zimbabwe. Project plan for the Peace Corps.
- Schleppegrell, Mary. 1991. Education project development in the Eastern Caribbean. For the Peace Corps.
- Schleppegrell, Mary. 1990. English for Specific Purposes in Hungary: a needs assessment and project design report. For the Peace Corps.
- Schleppegrell, Mary, and John Shores. 1990. Assessment of teacher training needs for a workshop on Education and the Environment in Western Samoa, Fiji, and Tonga for the Peace Corps.
- Schleppegrell, Mary. 1990. Program design for English teacher training in Czechoslovakia. For the Peace Corps.
- Schleppegrell, Mary. 1989. Pre-service training for teaching English for specific purposes. A training design for Peace Corps Volunteers, developed in Rabat, Morocco.
- Schleppegrell, Mary, and Allene Grognet. 1988. Skills 2000. A training program on interactive videodisc in basic literacy skills for the UAW/GM Human Resource Center.
- Schleppegrell, Mary J. 1989. *Functions of because in spoken discourse*. Ph.D. dissertation, Georgetown University, Washington, DC.
- Simich-Dudgeon, Carmen, Lynn McCreedy, and Mary Schleppegrell. 1988. Academic language talk: Significant features in the responses of L1/L2 effective communicators. Report to the Office of Educational Research and Improvement/Department of Education (OERI/ED), for the Center for Language Education and Research (CLEAR).
- Schleppegrell, Mary, and Carmen Simich-Dudgeon. 1988. Features of an effective response in classroom interaction: What children know. Report to OERI/ED for CLEAR.
- Schleppegrell, Mary, and Carmen Simich-Dudgeon. 1988. Classroom interaction: Teachers' and students' awareness and implications for the LEP child. Report to OERI/ED for CLEAR.
- Schleppegrell, Mary, Sylvia Aruffo, and Joseph Keyerleber. 1987. Language training for Senior Volunteers. A workshop for Peace Corps Trainers.
- Bowman, Brenda, JoAnn Crandall, and Mary Schleppegrell. 1987. Language training workshop: A trainer's manual. For Peace Corps Trainer-of-Trainers Workshops.
- Schleppegrell, Mary and Brenda Bowman. 1987. Professional Communications Seminar. For the Centro Internacional de la Papa, Lima, Peru.

- Schleppegrell, Mary and Rebecca Oxford. 1986. Strategies for language learning. A Handbook for Arthur Andersen & Co. Personnel.
- Burkart, Grace, and Mary Schleppegrell. 1986. Bibliography of business-related English language training materials. Arthur Andersen & Co.
- Burkart, Grace, JoAnn Crandall, and Mary Schleppegrell. 1985. English language training handbook. Arthur Andersen & Co.
- Schleppegrell, Mary. 1985. Work plan for Senior Volunteer language training. Peace Corps.
- Schleppegrell, Mary and Norman Gary. 1983. A smile is not enough: A human relations course for hotel personnel. Sheraton Hotels, Inc., Cairo, Egypt.
- Schleppegrell, Mary. 1982. *Comprehension-based methods and the functional syllabus in ESP curriculum design: English for Economists*. M.A. thesis, American University in Cairo, Cairo, Egypt.

Advisory boards:

- Member, *Committee on Supporting English Learners in STEM Subjects*. (February 14, 2017-March 1, 2019). National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education. Expert panel to conduct a study that synthesizes the evidence-base on supporting EL students in STEM subjects from pre-K through grade 12 and provides guidance on how to improve learning outcomes in STEM for these students. Report available as:
National Academies of Sciences, Engineering, and Medicine. 2018. *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25182>.
- Member, Technical Advisory Board, *Formative Assessment Practices for English Language Learners (FAPELL)*. Project PIs: Min Li, Maria A. Ruiz-Primo, Guillermo Solano-Flores, Stanford University. August, 2016.
- Digital Scaffolding* for English Language Arts / Live Ink Project, in Partnership with Garden Grove Unified School District. Funded by IES. 2015 – 2018. Mark Warschauer, UC Irvine, PI.
- Writing for English Language Learners (WELLS): Exploring the Relationship Between Writing Instruction and Student Outcomes*. Funded by IES. 2014 – 2017. Mileidis Gort, PI.
- Understanding and Supporting Low-Achieving Students' Learning in Middle School Writing and Social Studies*. Funded by the Spencer Foundation. Chauncey Monte-Sano, PI. 2015 – 2016.
- Creating A Blueprint for History and Social Science Education: Advancing Instruction, Assessment, Student Learning and Engagement*, a project of the California History Project funded by the Walter and Elise Haas Foundation. 2011- 2014.
- Assessment Services Supporting ELs through Technology Systems (ASSETS)*. Project of the WIDA Consortium, University of Wisconsin, Madison. 2011 – 2014.
- Language in Mathematics (LiM)*. Funded by IES. PI: Walter Secada, University of Miami. 2010- 2013.

NSF Project DRK-12, Development of resources and tools: Instruction of K-12 Students and Teachers: *Mathematics Discourse in Secondary Classrooms (M-DISC): A Case-Based Professional Development Curriculum*. PI: Beth Herbel-Eisenmann, Michigan State University. 2009-2014.

National Academy of Sciences Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap, October 15-16, 2009.

Center for Applied Linguistics Obtaining Necessary Parity through Academic Rigor (ONPAR) Judgment Review Panel, 2009

Memberships in professional societies:

American Association for Applied Linguistics (AAAL)

North American Systemic Functional Linguistics Association (NASFLA) (President, 2010-2012)

American Educational Research Association (AERA). Recipient of the 2018 AERA Second Language Research Special Interest Group (SIG) Leadership Through Research Award.