
JENNIFER L. CLIFTON

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EDUCATION

Ph.D. Curriculum and Instruction (English Education) May 2012
Arizona State University, Tempe, AZ

Dissertation: *Prioritizing Phronesis: Theorizing Change, Taking Action, Inventing Possibilities with the Sudanese Diaspora in Phoenix* - Passed with Distinction

Committee:

Elenore Long, Department of English, Arizona State University, chair
James Paul Gee, Division of Curriculum & Instruction, Arizona State University
Django Paris, Department of Teacher Education, Michigan State University
Doris Warriner, Department of English, Arizona State University

M.A. Professional Writing (Composition and Rhetoric) May 2008
Kennesaw State University, Kennesaw, GA

B.S. Communication May 1999
Kennesaw State University, Kennesaw, GA

ACADEMIC POSTS

University of Texas at El Paso, El Paso, TX
Assistant Professor Department of English 2014-Present

University of Missouri, Columbia, MO
Assistant Teaching Professor Department of LTC 2012 – 2014
Director, Missouri Writing Project

Northern Arizona University, Flagstaff, AZ
Student Teacher Supervisor Department of English 2010 – 2012

Arizona State University , Tempe, AZ		
Teaching Associate	Department of English	2008 – 2012
Student Teacher Supervisor		2009
Chandler-Gilbert Community College , Chandler, AZ		
Instructor	Department of English	2008; 2011
Writing Tutor	Writing Center	2009
Kennesaw Mountain Writing Project , Kennesaw, GA		
Teaching Consultant	National Writing Project site	2008
Chattahoochee Technical College , Marietta, GA		
Writing Tutor	Writing Center	2007 – 2008
Northwest Georgia Regional Educational Support Association , Rome, GA		
Teaching Consultant		2006 – 2008

PUBLICATIONS

BOOK MANUSCRIPTS IN PREPARATION

- Clifton, Jennifer.** Public Literacies in a Globalized Knowledge Economy Contexts: Engaging Youth as Cultural Workers at the Intersection of Capitalism, Creativity, and the Commons [full-length monograph; 5 chapters complete]
- Clifton, Jennifer.** Participatory Rhetorical Methodologies. [conceptualized monograph; prospectus in-progress]
- Fecho, Bob and **Jennifer Clifton.** Culture, Education, and the Dialogical Self. Language, Culture, and Teaching series. Routledge. [conceptualized monograph; prospectus in-progress; introduction and 1 chapter complete]
- Clifton, Jennifer.** Putting Writing to New Purposes: Inventive Literate Action in a Globalized Knowledge Economy [conceptualized monograph; prospectus in-progress; 1 chapter complete]

REFEREED SCHOLARLY ARTICLES

- Clifton, Jennifer.** ["Embracing a Productive Rhetorical Pragmatism: Teaching Writing as Democratic Deliberation."](#) *Teaching/Writing: The Journal of Writing Teacher Education*. Vol. 2: Iss. 2, Article 8. Fall 2013. Web.
- Clifton, Jennifer,** Elenore Long, and Duane Roen. ["Accessing Private Knowledge for Public Conversations: Attending to Shared, Yet-to-be-Public Concerns in the Deaf and Hard-of-Hearing DALN Interviews."](#) *Stories That Speak to Us: Exhibits from the Digital Archive of Literacy Narratives*. Ed. H. Lewis Ulman, Scott Lloyd DeWitt, & Cynthia L. Selfe. Logan, UT: Computers and Composition Digital Press, 2012. Web.

Clifton, Jennifer and Justin Sigoloff. Writing as Dialogue Across Difference: Inventing Genres to Support Deliberative Democracy. *Choices and Voices: Teaching English in a Democratic Society*. Special Issue of *English Journal*. Nov 2013. [Note: Publication co-authored with doctoral student]

DeCosta, Meredith, **Jennifer Clifton**, and Duane Roen. "Collaboration and Social Interaction in English Classrooms." *English Journal*. 99. May 2010.

REFEREED CHAPTER

Clifton, Jennifer L. "Mastery, Failure and Community Outreach as a Stochastic Art: Lessons Learned with the Sudanese Diaspora in Phoenix." *Unsustainable: Owning Our Best, Short-Lived Efforts at Community Writing Work* Ed. Laurie Cella and Jessica Restaino. Cultural Studies/Pedagogy/Activism series. Lexington Books, 2013.

MANUSCRIPTS FORTHCOMING

Clifton, Jennifer. Feminist Collaboratives and Intercultural Inquiry: Constructing an Alternative to the (Not So) Hidden Logics and Practices of University Outreach and Micro-Lending. *Feminist Campus-Community Partnerships: Intersections and Interruptions*. Special Issue of *Feminist Teacher*.

Long, Elenore, **Jennifer Clifton**, Andrea Lewis and Judy Holiday. Fostering Inclusive Dialogue in Emergent University-Community Partnerships: Setting the Stage for Intercultural Inquiry *Crossing Border/Drawing Boundaries: The Rhetoric of Lines Across America*. Ed. Patti Wojahn and Barbara Couture. Utah State University Press.

MANUSCRIPTS UNDER REVIEW

Clifton, Jennifer. Putting Writing to New Purposes: Cultivating Participatory Public Audiences. [22 pages]

Clifton, Jennifer. Productive, Pragmatic, Dialogic: Toward a Theory of Public Literacies [28 pages]

Clifton, Jennifer. Constructivist Pedagogies in an Era of Standardization: Task Representation, Rhetorical Invention, and the Myth of "Clarity" [24 pages]

MANUSCRIPTS IN PREPARATION

Clifton, Jennifer. "That doesn't happen here": Interrogating (In)Visible Patterned Treatment of LGBTQ Youth in High School Classrooms

Clifton, Jennifer. Dismissing Others, Enacting Dominance: High School Students, Pre-Service Teachers, and Self-Other Norms in Public Life

BOOK REVIEWS FORTHCOMING

Clifton, Jennifer L. Rev. of *The Public Work of Rhetoric: Citizen Scholars and Civic Engagement*. Eds. Ackerman, John L., and David J. Coogan. *Kairos: A Journal of Rhetoric, Technology, & Pedagogy*.

OTHER RESEARCH EXPERIENCE

Principal Investigator.

Critical Inquiry into Youth Experience of Uncertainty, Conflict, and Difference 2013 – 2014

This project engages ethnically and linguistically diverse students in Participatory Action Research about youth experience and decision-making in contexts of uncertainty, conflict, and difference. Drawing on rhetorical models of intercultural inquiry, this project results in a youth-created briefing book (Flower) that scaffolds a youth-led community dialogue about issues of shared concern. After culling data from the community dialogue, youth design a findings report to circulate among relevant stakeholders, including other youth, police officers, teachers, school administrators, local business owners, and local elected officials.

Principal Investigator.

Water & Society Consortium

Watershed Analysis and Community Think Tank Pilot Project 2013 – 2014

Supported by internal and external funding, this project is a two-part pilot to conduct a watershed analysis and scaffold a student-led community think tank. This project has helped launched an interdisciplinary grant proposal for a National Science Foundation National Research Traineeship grant.

Principal Investigator.

In Their Own Words: A Monologue Project About Diversity in the English Classroom 2013 – 2014

Drawing on Anna Deveare Smith's work around race riots, Erick Gordon's work related to a "pedagogy of empathy" with the New York City Writing Project, and Annie Thoms' work with NYC high school students in the aftermath of 9-11, this project explores the ways youth from a broad range of cultural and linguistic backgrounds experience their English classes in mid-Missouri. Funded by a \$10,000 Campus Writing Program grant at the University of Missouri, this collaborative inquiry project involves pre-service teachers conducting interviews with youth, coding the interviews, culling interviews to create monologues, sequencing monologues into a collaborative dramatic performance, and hosting a public performance and public dialogue. Pre-service teachers will circulate the findings during Columbia Public Schools professional development sessions and at the annual convention of the National Council of Teachers of English.

Principal Investigator.

"Is It Worth It?": A Photographic Exploration of Contingency in Higher Education (MWP) 2013 – 2014

Funded by a \$10,000 Campus Writing Program grant at the University of Missouri and equipped with digital cameras, students in education and in policy leadership documented experiences of contingency in higher education with strategic and artistic photographs, created captions narrating their visual claims, coded their photographs, created individual and collaborative visual essays, and hosted a public showing and public forum. The initial public exhibit has launched an ongoing university-wide multi-voiced dialogue and several problem-solving initiatives across several colleges at MU.

GRANTS

RESEARCH GRANTS AWARDED

2014 *National Writing Project: SEED Teacher Leadership Development.* (\$20,000)

Description: This grant funds an exploration into multi-modal, multi-lingual writing instruction and ongoing teacher leadership development through embedded and sustained mentoring.

2014 *Mizzou Advantage Grant: Sustainable Soil Health for Improved Food Securities* (\$20,000)

Description: This grant engages junior and senior faculty from three colleges at the University of Missouri and partners from three federal and two private organizations. The focus is on public engagement to address important environmental issues impacting local community health. In particular, this project will engage scientists, farmers, regulatory agencies, and policy makers in public dialogue about the logic and efficacy of using innovative new soil tillage and crop management practices specifically designed to more closely imitate natural ecosystems, resulting in reduced need for herbicides, pesticides and fertilizers, thus reducing farming costs while improving environmental quality.

2013 *Mizzou Advantage Grant: Water & Society.* University of Missouri Mizzou Advantage Initiative (\$1,000).

Description: After a series of monthly meetings in spring 2013, we designed a constellation of collaborative research projects in the 2013-14 academic year to support interdisciplinary work and to pursue larger Mizzou Advantage funds to support a series of pilot projects, faculty development, and an interdisciplinary symposium, in anticipation of a National Science Foundation National Research Traineeship grant, submitted June 2014.

2013 *Writing Intensive Faculty Development Award: Developing Public Literacies.* University of Missouri Campus Writing Program (\$10,000).

Description: One portion of LTC 4480, Methods of Teaching Secondary Writing, focuses on developing *public literacies* – the literate and rhetorical repertoires that young people need to go public about issues that matter to them and to their communities. This grant funds two projects – a monologue project and a photovoice project -- that aim to make visible, do-able, and teach-able methods for engaging in real-world intercultural inquiry that takes seriously people's private experiences and listens for issues that warrant more public attention. The monologue project and the photovoice project aim to shift the focus of secondary English instruction from writing and thinking that stays in the classroom to the dynamic work of contemplating and taking real-time actions within specific, localized, real-world contexts.

- 2013 *Mizzou Advantage Grant: Water & Society*. University of Missouri Mizzou Advantage Initiative (\$500)

Description: The 2013 Mizzou Advantage funds support networking events designed to expand an interdisciplinary network of scholars – including civil engineers, soil conservation experts, hydrologists, transnational feminists, environmental literacy scholars, geographers, science educators, and rhetoricians -- interested in hydro-literacies and intercultural decision-making in uncertain contexts.

- 2013 *Missouri Department of Elementary and Secondary Education*. (\$200,000)

Description: The 2013 DESE grant funded a statewide collaboration among the five writing project sites that are part of the Missouri Writing Project Network.

RESEARCH GRANTS APPLIED FOR

- 2014 *Arts and Humanities Career Enhancement Award, U Texas at El Paso* (\$10,000)

Description: This project extends the public turn, the critical transnational turn, and the Hispano-/ Luso-American turn of rhetoric and composition to consider and dramatize what a responsive rhetorical art capable of sustaining and transforming public life in contemporary borderlands might entail. Situated on the Mexico-U.S. border, this study 1) documents intersections where the policies and practices of public institutions (sometimes both local and multi-national) meet individual lives; and 2) it defines American rhetorics expansively (to include North and South, Anglo- and Latin- and Indigenous-) to document and theorize how more expansive Américan rhetorics might shape rhetorical arts and rhetorical practices for public life in transnational contexts.

- 2014 *National Science Foundation: National Research Traineeship – Water Resources Interdisciplinary Training, Education, and Society (WRITES)* (July 2014) (\$3 million)

Description: To address contemporary water resources challenges, many global, national, and state organizations and agencies advocate integrated water resources management (IWRM). In this NRT, the University of Missouri will develop graduates who have both strong science and engineering backgrounds and the communication and collaborative problem-solving skills to engage in IWRM. Coursework in rhetoric, communication, collaborative problem-solving, and dispute resolution will position NRT: WRITES graduates to both understand the concerns and information needs of the public, stakeholders, and policy makers, and to share their scientific knowledge in ways that lead to greater public understanding and better public stewardship of our water resources.

Although few scientists and engineers are trained to organize and engage in such activities, the need for water resources professionals to possess communication and collaborative problem-solving skills is captured in the Geological Society of

America's position statement on water resources and elsewhere. At the May 21, 2014 meeting of the Gulf Hypoxia Task Force, it was noted that there is an immediate need to improve dialogue between research scientists, education and outreach specialists, and various stakeholders to enhance working relationships focused on nutrient management solutions necessary to reduce hypoxia in the Gulf of Mexico.

This NRT will address the immediate need for water resources professionals with communication and public engagement skills by integrating a set of priority social science and humanities coursework and experiential learning initiatives into existing degree programs in natural resources, geological sciences, and civil & environmental engineering in which water resources research and coursework are prevalent.

2014 *Spencer Foundation: Lyle Spencer Grant* - Participatory/Action Research to Produce Pedagogies and Practices of Writing in Schools for the Public Good (July 2014) (\$1 million)

Description: Scholars across disciplines argue that the theorization of writing in today's increasingly pluralistic, networked world has outpaced practices for teaching writing in schools. With new materials and technologies, writers orchestrate images, sounds, materials, and languages to create products that do not necessarily resemble print-based texts. Educators thus find themselves caught between more contemporary writing realities and the restrictive demands of standardized curricula and assessments that repeatedly prize traditional text forms. Addressing these changes requires re-imagining writing pedagogies to support and shape students' engagement in public life. For this investigation, we draw on the concept of *public authoring*, an alternative to passive, narrow understandings of writing that instead theorizes writing as collaborative, multi-genre practices that cultivate vibrant and participatory public spheres to serve the common good. We ask: How can teacher and student public authoring create interdisciplinary, collaborative writing pedagogies and practices with/in/for schools that cultivate authentic, public forms of communicating? We propose a three-year, multi-site participatory/action research study with K-16 teachers in the U.S. and Canada to develop new pedagogical conceptualizations of public authoring, to generate a repository of worked examples and curricular resources, and to create an international online professional research community.

TEACHING AND RESEARCH INTERESTS

First-Year Composition
Reading and Writing in the Disciplines
Rhetorics of Conflict and Controversy
Collaborative Inquiry in Transnational Contexts

The Public Turn of Composition
Intercultural Knowledge Building
Visual Methodologies
Globalization and Public Life

TEACHING EXPERIENCE

University of Texas at El Paso, El Paso, TX 2014-Present

Undergraduate Course Taught
RWS 1301/ENGL 1311: Rhetoric and Composition I

University of Missouri, Columbia, MO

Graduate Courses Developed and Taught: 2012-Present

LTC 8900: Research Theories and Methodologies: Grounded Theory and
Situated Inquiry [I designed this class.]
LTC 8900: Situated-Sociocultural Approaches to Literacies and Technologies [I
designed this class.]
LTC 8640: Youth Language Across Difference [I designed this class.]
LTC 8640: Public Literacies [I designed this class.]
LTC 8640: Missouri Writing Project Advanced Institute: Collaborative Inquiry
with Photovoice [I designed this class; it is the first of its kind at MU.
Graduate students across the university requested that I offer this
regularly as a 16-week course.]
LTC 8615: Invitational Summer Institute Missouri Writing Project
LTC 8085: Problems in Education: Visual Rhetorics and Public Engagement
[I designed this class.]
LTC 8617: Methods of Teaching Middle and Secondary Writing
[Online graduate course I re-designed]

Undergraduate Courses Developed and Taught:

LTC 4470: Teaching English/Language Arts I—Methods of Teaching Young
Adult Literature [I re-designed this course.]
LTC 4474: Field Experience
LTC 4480: Teaching English/Language Arts II—Methods of Teaching
Secondary Writing [I re-designed this course to include two grant-
supported public literacies projects: 1) Monologue Project and 2)
Photovoice Project]
LTC 4484: Field Experience
LTC 1100: Orientation in English Education (1 crd.)
[I re-designed this course.]

Arizona State University, Tempe, AZ 2008 – 2012

Graduate Courses Taught:
English 506: Methods and Issues of Teaching Language
[T.A. with Dr. Dango Paris in graduate course for pre-service M.A.T students]

Undergraduate Courses Developed and Taught:

English 480: Methods of Teaching Composition
[1 section of undergraduate pre-service teachers]
English 394: Hip Hop and the Teaching of English
[1 section of a special topics class I designed]

English 217: Writing Reflective Essays
[1 computer mediated section]
Writing Across the Curriculum 101: Introduction to Academic Writing
[1 section in the Stretch Program]
English 101: First Year Composition
[6 computer mediated sections; 1 hybrid (face-to-face and online) section;
1 section in the Stretch Program]
English 102: First Year Composition
[2 computer mediated sections]

Chandler-Gilbert Community College, Chandler, AZ 2008; 2011

Undergraduate Courses Developed and Taught:
English 101: First Year Composition
English 102: First Year Composition
English 101: First Year Composition
[3 computer-mediated sections]
English 101: First Year Composition for Education Majors
[1 computer-mediated section]

Kennesaw Mountain Writing Project, Kennesaw, GA

Teaching Consultant National Writing Project site 2008

Northwest Georgia Regional Educational Support Association, Rome, GA

Teaching Consultant 2006 – 2007

Barber Middle School, Acworth, GA

Teacher

[I taught one semester of 8th grade English before I was recalled by the U.S. Navy Reserve for six months, beginning January 2007.]

Calhoun Middle School, Calhoun, GA

Teacher and Coach 2004 –2006

[I taught 8th grade English, 8th grade Social Studies, 8th grade Gifted Social Studies, 6th grade English, 6th grade Gifted English, and coached a 6th grade girls' basketball team.]

Cartersville Middle School, Cartersville, GA

Teacher and Coach 2001–2004

[I taught 6th grade Reading and 6th grade Language Arts and coached 7th and 8th grade girls' basketball teams at the middle school and a JV girls' basketball team and a Varsity girls' basketball team at Cartersville High School.]

English Language Institute China, Beijing, China

Teacher Summer 1997

[I taught conversational English to Chinese high school students.]

INVITED PROFESSIONAL PRESENTATIONS

- 2013 *Community Literacies: Mapping the (Inter)Disciplinary Terrain*. University of Missouri 16 October 2013. Dr. Lenny Sanchez's Sociopolitical Perspectives of Literacy in Urban Education course, Columbia, MO (Invited presentation).
- 2013 Keynote Speaker. *Creating Contexts for Real-World Writing*. Missouri Writing Project Network. 19-20 September 2013. Columbia, MO. (Invited keynote for annual statewide conference across five National Writing Project sites in Missouri)
- 2013 *Situated Language and Literacies*. University of Missouri 11 July 2013. Dr. Carol Gilles's Theories of Language course. Columbia, MO (Invited presentation)
- 2013 *Grounded Theorizing*. University of Missouri 2 April 2013. Dr. Betsy Baker's Qualitative Research I course. Columbia, MO (Invited presentation)
- 2013 Public Literacies Symposium. Arizona State University. 18-20 March 2013. Tempe, AZ (Enterprise Knowledge Consultant and Co-Host)
- 2013 *Transnational Literacies and Situated Public Literacies*. University of Missouri. 31 January 2013. Dr. Rebecca Dingo's Transnational Literacies course. (Invited presentation)
- 2013 *Listening for the 'Limits of the Local': A Series of Critical Incidents*. University of Missouri. 5 Feb 2013. Dr. Rebecca Dingo's Transnational Literacies course. Columbia, MO (Invited presentation)
- 2012 *Half the Sky Movement: Turning Oppression into Opportunity for Women Worldwide*. University of Missouri. Sponsored by Department of English and Women's and Gender Studies. 1 Oct 2012. Columbia, MO (Invited respondent)
- 2012 *Countering Dismissive Moves in the Composition Classroom*. Arizona State University. 26 Nov 2012. Sponsored by ASU's Writing Programs. Tempe, AZ (Invited presentation)
- 2011 *Strategies for Engaging Students in Meaningful Writing*. Ganado Unified School District. Sponsored by Beginning Educators Support Team (B.E.S.T) Grant and Arizona State University. Ganado, AZ: 12 Feb 2011 (Invited presentation: 6-hour workshop for teachers of students of the Navajo Nation)
- 2011 *Designing Discourse Communities: Framing Problem Spaces, Scaffolding Invention*. ENG 594. A workshop for New Teaching Associates. September 1, 2011. (Invited presentation)
- 2010 *Designing Digital Cultures with Ning and Delicious: Online 2010, A Workshop for New Online/ Hybrid Teachers*. May 13, 2010. (Invited presentation)

CONFERENCE PRESENTATIONS

INTERNATIONAL CONFERENCES

- 2014 *Writing Through Complexity: Making Meaning and Gaining Direction in Uncertain Contexts*. International Conference on the Dialogical Self. The Hague, Netherlands. Slated to present 21 Aug 2014.
- 2014 *What If...Imagining Educational Pedagogy Through Dialogical Self Theory*. International Conference on the Dialogical Self. The Hague, Netherlands. Slated to present 19 Aug 2014.

NATIONAL CONFERENCES

- 2015 *Designing By Doing: The Risks and Rewards of Learning to Enact an Expansive Model of Argument in Writing and Teaching*. Conference on College Composition and Communication. Slated to present March 2015.
- 2014 *Editorial Review Board* panel. Literacy Research Association. San Marcos, FL. Slated to present 6 Dec. 2014.
- 2014 *Writing Through Uncertainty, Conflict, and Difference: Navigating Complexity, Making Meaning and Gaining Direction*. National Council of Teachers of English. Washington, D.C. Slated to present 20 Nov 2014.
- 2013 *Embracing Uncertainty, Difference and Conflict: (Re)Inventing Writing as a Practical and Productive Part of Public Life*. National Council of Teachers of English, Boston, MA. 23 Nov 2013.
- 2013 *The Future is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers*. [respondent; University of Missouri pre-service teachers presented at CEE roundtable session] National Council of Teachers of English, Boston, MA. 24 Nov 2013.
- 2013 *Feminist Collaboratives and Intercultural Inquiry: Constructing an Alternative to the (Not-So-) Hidden Logics and Practices of Micro-Lending*. 2013 Feminisms and Rhetorics Conference. Stanford University, Stanford, CA. 25-28 Sept 2013.
- 2012 *Dismissing Others, Enacting Dominance: High School Students, Pre-Service Teachers, and Self-Other Norms in Public Life*. National Council of Teachers of English. Las Vegas, NV. November 2012
- 2012 With Laurie Cella, Elenore Long, and Jessica Restaino. *Unsustainable: Owning Our Best, Short-Lived Efforts at Community Writing Work*. Workshop at Conference on College Composition and Communication. St. Louis, MO. March 2012.

- 2011 With Elenore Long. *Community-Based Writing Research: Invigorating the Liberal Arts Tradition by Documenting and Testing Rhetorical Invention under Transnational New Capitalism*. Modern Language Association. Seattle, WA. December 2011.
- 2011 *Toward 'the World that Could Be': Transforming Practices and Imagination among youth in the Sudanese-American Refugee Community in Phoenix*. Panel presentation with Django Paris, Timothy San Pedro, Cynthia Nicholson: *Living and Learning in the Face of Arizona's Regressive Policies: Case Studies of Literacies among Native American, African American, Latino/a, and African Youth in the Urban Southwest*. American Educational Research Association. New Orleans, LA. 9 April 2011.
- 2011 *Transforming Practices and Imagination: Re-shaping Social and Cultural Roles in a Sudanese-American Refugee Community in Phoenix*. Panel presentation with Elenore Long and Linda Flower: *Would Habermas Recognize This as Deliberation?: The Competing and Performative Discourses of Local Publics*. Conference on College Composition and Communication. Atlanta, GA. 8 April 2011.
- 2010 With Laura Walsh and Bill Konigsberg. *Facing Our Fears: Preparing to Teach 'Taboo' YA Literature*. National Council of Teachers of English. Orlando, FL. 24 Nov 2010.
- 2010 With Zachary Waggoner, Camille Newton, Laura Walsh, and Greg Glau. *Making the Private Act Public: Sharing Responses to Student Writing*. Conference on College Composition and Communication. St. Louis, MO. 17-20 April 2010. [Although I was not able to be present for the conference, I was an active researcher in this project and my colleagues shared my research and analysis to date.]
- 2009 With Laura Walsh and Bill Konigsberg. *This I Believe: How Young Adult Literature Can Change the Way Students See Themselves, Each Other, and the World*. Assembly on Literature of Adolescents of NCTE 2009. Philadelphia, PA. 23 Nov. 2009.
- 2009 With Alice Robison. *Embodying, Designing, and Learning Multimodally with SMALLab*. Games + Learning + Society Conference 5.0. Madison, WI. 10 June 2009.
- 2008 With Sheryl Rinkol, and Anjanette Darrington. *The Heart of the Matter: The Price of Negotiating Identity for Love*. Assembly on Literature for Adolescents of NCTE. San Antonio, TX. 24 Nov. 2008.

REGIONAL AND LOCAL CONFERENCES

- 2013 With Katie LaVota. *Valuing Rivals, Interrogating Power: Re-Casting Argument as Dialogue Across Difference*. Write to Learn. 2 March 2013.
- 2011 With James Blasingame, Mahogany Turner, and Myrlin Hepworth. *Hip Hop and the Teaching of English: Confronting Issues that Confront Our Communities*. Arizona English Teachers Association Conference. Mesa, AZ. 24 Sept. 2011.

- 2010 *Situating Local Public Deliberation among the Sudanese-American Refugee Community in Phoenix: An Analysis of Three Critical Incidents*. Western States Conference on Rhetoric and Literacy. Las Cruces, NM. 23 Oct. 2010
- 2010 With Elenore Long and Yasmin Lazcano-Pry. *Situating Young Writers in Place-based Inquiry and Local Rhetorical Practices: Inventions for Going Public*. Arizona English Teachers Association Conference. Mesa, AZ. 24 Sept. 2010.
- 2010 With Zachary Waggoner, Camille Newton, and Laura Walsh. *Making the Private Act Public: Sharing Responses to Student Writing*. ASU Composition Conference. Tempe, AZ. 27 February 2010.
- 2009 *Gaming First Year Composition: Enticing Students Through Play to Engage in Participatory Discourse Communities*. Two-Year College Association – West Conference. Salt Lake City, UT. 10 Oct. 2009
- 2009 With Laura Walsh. *Making Writing Matter Through Collaborative Problem Solving and Real-World Rhetorics*. Arizona English Teachers Association Conference. Mesa, AZ. 17 Oct. 2009
- 2009 With Laura Walsh, and Heather Hoyt. *Looking Inward, Looking Outward: Writing Journals in the Composition Classroom*. ASU Composition Conference. Tempe, AZ. 20-21 February 2009.
- 2009 With Art Valdespino. “Stotan! Webquest.” Arizona State University Language and Literacy Conference. Tempe, AZ. 7 Feb. 2009.
- 2008 With Art Valdespino. “Stotan! Webquest.” Arizona English Teachers’ Association Conference. Mesa, AZ. 24 Oct. 2008.

RECOGNITION AND AWARDS

- 2014 *Writing Through Uncertainty, Conflict, and Difference: Navigating Complexity, Making Meaning and Gaining Direction* selected by National Council of Teachers of English as [a highlighted session](#) in the July 2014 edition of the *Council Chronicle* (p. 14). NCTE: Washington, D.C. Slated to present 20 Nov 2014.
- 2007 Defense Information School, Valedictorian, Basic Mass Communication Specialist Course, Summer 2007
- 2007 Defense Information School, Valedictorian, Basic Public Affairs-Writer Course Spring 2007
- 2007 Navy Achievement Medal
- 2004 Navy Achievement Medal

2002 Rear Admiral Keith Leadership Award

PROFESSIONAL WRITING EXPERIENCE

U.S. Navy, European Command Mass Communication Specialist/ Public Affairs Officer	2002 – 2010
Kennesaw State University Press, Kennesaw, GA Graduate Research Assistant	2007 – 2008
Freelance Writer	2004 – 2008

GRADUATE AND UNDERGRADUATE MENTORING

GRADUATE MENTORING

Ph.D. Committees Selena Van Horn – Literacy Education, U of Missouri (reader)	2013 – Present
Kathryn Fishman-Weaver – Education Leadership and Policy Analysis, U of Missouri (reader)	2013 – Present

UNDERGRADUATE MENTORING

Faculty advisor for 48 pre-service English educators at U of Missouri 2012 – 2014

ACADEMIC SERVICE

PROFESSION

2014 – 2017	Lead Editor, Editorial Review Board for Literacy Research Yearbook, a peer-reviewed journal of the Literacy Research Association.
2014 – 2015	Invited to serve as a judge for a Youth Platform essay competition to promote international dialogue through The Gulen Institute, a non-profit organization affiliated with the University of Houston's Graduate College of Social Work.
2013 – Present	Editorial Board member, Managing Editor, <i>Dialogic Pedagogy: An International Online Journal</i>

- 2010 Chaired panel at NCTE 2010. Django Paris, Cynthia Nicholson, and Timothy San Pedro. "The Literate Lives of Youth in the Urban Southwest: Lessons for Pedagogy from Native American, African American, and Latino/a Students."
- 2010 Reviewed proposals for the Media, Culture, and Curriculum Special Interest Group of the American Educational Research Association for the national conference in Spring 2010
- 2008-Present Reviewed articles for *Current Issues in Education*
- 2009 Reviewed articles for the 9th Annual Curriculum and Pedagogy Conference Proceedings Book, entitled, *Complicated Conversations and Confirmed Commitments: Revitalizing Education for Democracy* in Spring 2009

UNIVERSITY OF TEXAS AT EL PASO, EL PASO, TX

- 2014 – Present Rhetoric and Writing Studies Committee
- 2014 – Present Graduate Scholarship Committee (designated 2014 – 2017)
- 2014 Judge for Graduate Student Research panel and poster sessions at Graduate Student EXPO 14 Nov 2014

UNIVERSITY OF MISSOURI, COLUMBIA, MO

- 2012 – 2014 Advisory Board, Certificate of Qualitative Research
Qualitative Research Council
Founder, Water and Society [MU interdisciplinary research group]
Founder, Discourse Across Difference [MU Education research group]
Advisory Board for Council on Co-Teaching
Teacher Education Council
- 2012 – 2014 Faculty Sponsor of Missouri Undergraduate Teachers of English, student chapter of National Council of Teachers of English
- 2013 Coordinated one-day Qualitative Research Conference *Visual Methodologies: Photovoice, Sociosemiotic Ethnography, and Multimodal Discourse Analysis*. Columbia, MO. University of Missouri. 25 Oct 2013.

ARIZONA STATE UNIVERSITY, TEMPE, AZ

- 2009-2010 Arizona State University Writing Programs Task Force, 2009-Present
[This task force is involved in a self-assessment of the Writing Program in preparation for a WPA Evaluation of the program in April 2010]
- 2009- 2012 Member, Graduate Scholars of English Association, Arizona State University, Tempe campus,
- Graduate student representative to faculty, Fall 2010 – Spring 2011

	President, Fall 2009 - Spring 2010 Treasurer, Spring 2009 English Education representative to faculty, Fall 2008-Spring 2010
2008-2009	Served on Search Committee for Full Professor of ESL, Arizona State University, Tempe campus, 2008 (failed search) and 2009 (successful search)
2008	Created Visual Rhetoric Website for New TAs in New TA Seminar, Arizona State University, Tempe campus 2008
2008	Wrote articles, copy-edited, designed the newsletter for Master of Arts in Professional Writing program, Kennesaw State University, Fall 2008
COMMUNITY	
2013-14	An ongoing university-community partnership around photovoice projects with the Central Missouri Community Action, a federally funded organization committed to serving low-income youth, and two branches of the Boys and Girls Club of Columbia, Missouri.
2013 – Present	Established an ongoing university-community-school partnership related to community inquiry and documentary film-making with True False Film Festival, Marceline-I School District, and Disney Hometown Museum.
2013-2014	Youth Mentor at The Center Project and PRISM, a community organization for LGBTQ youth
2012 – 2014	Quarterly Outdoor Classroom workdays at West Elementary School
2009	Helped set up and served as an usher for Project Book Babe, a fundraising event where seven authors of adolescent literature spoke and auctioned off original items to help a local independent book dealer who has cancer. Spring 2009
2010	Worked at the Arizona Lost Boys Center with Sudanese refugees in the Phoenix area to meet immediate writing and computer literacy needs and to invent new deliberative practices to help bridge generational gaps within the community and to establish more robust and complementary roles for women and men in the community. Spring 2010

PROFESSIONAL AFFILIATIONS

CURRENT AFFILIATIONS

National Council of Teachers of English (NCTE)
College Composition and Communication (CCC)

American Educational Research Association (AERA)

Div G: Social Contexts in Education

SIG 172: Grassroots Community and Youth Organizing for Education Reform

SIG 137: Writing and Literacies

Rhetoric Society of America (RSA)

Preparing Future Faculty Program (PFF)

CURRENT COMMUNITY PARTNERSHIPS

Ysleta Pueblo

True/False Film Fest

Walt Disney Hometown Museum

Black Alliance for Just Immigration

South Sudanese Community Association of Arizona

FORMER COMMUNITY PARTNERSHIPS

Central Missouri Community Action

Boys and Girls Club

Centro Latino

FORMER AFFILIATIONS

Missouri Writing Project (MWP)/ Missouri Writing Project Network (MWPN)

National Writing Project (NWP)

Arizona English Teachers Association (AETA)

Assembly on Literature for Adolescents of NCTE (ALAN)

Kennesaw Mountain Writing Project (KMWP) – participated in KMWP Summer Institute 2008; current consultant

Georgia Council of Teachers of English (GCTE) – affiliated with GCTE while teaching in Georgia (2001-2008)

Two-Year College Association – West (TYCA-West)