

Janet Alsup

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General Information

A. Academic Appointments

Present Associate Professor of English Education, Purdue University
.67 English; .33 Curriculum and Instruction
2000-2005 Assistant Professor of English Education, Purdue University
.67 English; .33 Curriculum and Instruction

B. Education

1995-2000 Ph.D., English Education, University of Missouri-Columbia
1989-1991 M.Ed., English Education, University of Missouri-Columbia
1985-1989 BS.Ed., English Education, University of Missouri-Columbia
Graduated summa cum laude
Missouri state teaching certification in language arts 7-12

C. Awards

2007 Winner of the MLA Mina P. Shaughnessy Prize for *Teacher Identity Discourses: Negotiating Personal and Professional Spaces*
Fall 2007 Fellow in the Center for Humanistic Studies, College of Liberal Arts, Purdue University
2006 Nominated for Richard A. Meade Award for Research in English Education
2005 Inducted as a Fellow into the Purdue University Teaching Academy
2004-2005 Charles B. Murphy Award for Outstanding Undergraduate Teaching
2004 Nominated for "Best English Professor" in Department of English
2004-2005 Purdue University Excellence in Undergraduate Teaching Award, English Dept.
2003-2004 Purdue University Excellence in Graduate Teaching Award, English Dept.
Fall 2003 Fellow in the Center of Undergraduate Instructional Excellence, College of Liberal Arts, Purdue University
2002-2003 Purdue University Excellence in Undergraduate Teaching Award, English Dept.
2001-2002 Purdue University Excellence in Undergraduate Teaching Award, English Dept.
2000-2001 Purdue University Excellence in Undergraduate Teaching Award, English Dept.
2004-05, 2002 Nominated for Outstanding Teaching Award, College of Education, Purdue University

D. Memberships in Academic and Professional Societies

National Council of Teachers of English (NCTE)
NCTE Conference on English Education (CEE)

Conference on College Composition and Communication (CCCC)
Indiana Teachers of Writing (ITW)
Midwest Modern Language Association (MMLA)
International Reading Association (IRA)
NCTE Research Assembly
NCTE Assembly for Expanded Perspectives on Learning (AEPL)

Section A: Teaching

1. Courses and Seminars Taught During Last Five Years

Purdue University

ENGL 696C/EDCI 613C	Young Adult Literature and Teen Identity
ENGL 391	Composition for Teachers
EDCI 422	Teaching English in the Secondary School
ENGL 696E/EDCI 613	The American Teacher: The History of US Teacher Preparation, 1821-Present
EDCI 498F	Seminar for English Education Student Teachers and Student Teacher Supervision
EDCI 502	Teaching Reading in the Middle and High School
ENGL 238K	Introduction to Fiction
ENGL 396/596	Studies in Young Adult Literature (taught on campus and at Oxford, during Purdue Study Abroad Program)
EDCI 434	Teaching English in the Junior High/Middle School
ENGL 492	Teaching Literature in the Secondary School
ENGL 590	Independent Readings
EDCI 490	Independent Reading
EDCI 698	Master's Research
EDCI 699	Ph.D. Research
EDCI 590T	Introductory and Capstone Transition to Teaching Seminars

2. Courses For Which I Have Had Administrative Responsibility

2005-present EDCI 590T

As the secondary Transition to Teaching coordinator, I developed curriculum for the introductory and capstone seminars in the program.

2002-2003

EDCI 498F: Seminar for English Education Student Teachers

While I was the Head University Supervisor for English Education student teachers, I secured student teaching placements, mentored their graduate student supervisors, and acted as a liaison between student teachers, supervisors and school-based mentors.

3. Contributions in Course and Curriculum Development

2001-2002

Co-chair of the "Transition to Teaching" Committee, which developed an alternative secondary licensure program subsequently approved by the Secondary Education Committee in the Department of Curriculum and Instruction and the Teacher Education Council of Purdue's College of Education

4. Preparation of Instructional Materials

I created and proposed a new course for inclusion in the Department of Curriculum and Instruction course catalog called “Studies in Young Adult Literature,” which was approved in Spring 2004 as EDCI 551.

I collaborated on the development of guidelines for English student teachers and for mentor/supervising teachers at Purdue. These packets include suggested timelines for completing the student teaching experience and recommended ways mentor teachers and student teachers can interact for their mutual benefit. I also planned and piloted the use of digital video to assess the teaching performance of English Education student teachers.

Working with a grant from the Indiana Partnership for Statewide Education, I developed three Web CT instructional modules for use with undergraduate, graduate, and post-baccalaureate students in English Education.

5. Experimentation in Teaching Methods and Techniques

I have implemented assignments resulting from my recently completed research project, “Teacher Identity Discourses: Negotiating Personal and Professional Spaces.” I am applying my theories about the connectivity of narrative, metaphor and professional identity formation to the creation of course assignments in English Education methods courses.

6. Other Evidence of Teaching Excellence

I received the 2004-2005 Charles B. Murphy Outstanding Undergraduate Teaching Award and been inducted as a Fellow into the Purdue University Teaching Academy. I was one of only six Purdue faculty members who received the award during this year.

In spring 2005 and spring 2006 I mentored a “Dean’s Scholar” in the College of Liberal Arts. The first student assisted me with a new book project tentatively titled, *Is the “Problem Novel” Problematic? Representing Adolescence as Trauma in Young Adult Literature*, and the second student conducted a research study exploring high interest young adult novels for reluctant middle school readers.

My proposal to teach English 396: “Studies in British Young Adult Literature” was accepted by the Purdue Study Abroad Program, and I taught the course at Oxford University in the summer of 2004.

I have received five “Excellence in Undergraduate Teaching” awards and one “Excellence in Graduate Teaching” award from the English Department.

Section B: Creative Endeavor, Research, Scholarship

1. Published Work

a) Books

Teacher Identity Discourses: Negotiating Personal and Professional Spaces. Mahwah, NJ:

National Council of Teachers of English (NCTE)/Lawrence Erlbaum Associates (LEA) Presses, 2006. 234 pp. +vii-xvi. [This book was published as part of the NCTE/LEA Research Series in Literacy and Composition.

Janet Alsup and Jonathan Bush. *But Will it Work with Real Students? Scenarios for Teaching Secondary English Language Arts*, Urbana, IL: National Council of Teachers of English (NCTE) Press, 2003. 189 pp. + ix-xii. [This was a fully collaborative project with no lead author. However, I had primary responsibility for writing the Introduction, Chapter 1, Chapter 4, and the Conclusion.]

b) Book Chapters

“Speaking From the Borderlands: Exploring Narratives of Teacher Identity.” *Identity Papers: Literacy and Power in Higher Education*, Ed. Bronwyn T. Williams. Logan, UT: Utah State University Press, 2006.

“Protean Subjectivities: Qualitative Research and the Inclusion of the Personal.” *Ethnography Unbound: From Theory Shock to Critical Praxis*, Eds. Sid Dobrin and Stephen Brown. Albany, NY: State University of New York Press, 2004. 219-240.

“A Pedagogy of Trauma (or a Crisis of Cynicism): Teaching, Writing and the Holocaust.” *Witnessing the Disaster: Essays on Representation and the Holocaust*, Eds. Michael Bernard-Donals and Richard Glejzer. Madison, WI: University of Wisconsin Press, 2003. 75-89.

Janet Alsup* and Mike Bernard Donals. “The Fantasy of the Seamless Transition: Writing From High School to College—a Dialogue.” *Teaching Writing in High School and College: Conversations and Collaborations*. Ed. Tom Thompson. Urbana, IL: NCTE Press, 2002. 115-135.

“Washing Dishes or Schoolwork: Reflective Action as Renewal.” *Updrafts: Case Studies of Teacher Renewal*. Ed. Roy F. Fox. Urbana, IL: NCTE Press, 2000. 65-84.

c) Refereed Journal Articles

Janet Alsup and Lisa Schade Eckert, “Introduction,” English education special issue of *The Writing Instructor*, themed “Composition Studies, The Next Generation: Teaching and Mentoring New Composition Teachers.”

Janet Alsup, Janet Emig, Gordon Pradl, Robert Tremmel, and Robert Yagelski, “The State of English Education and a Vision for Its Future: A Call to Arms.” *English Education* 38.4 (July 2006): 278-294.

“Teachers as People.” *Encounter: Education for Meaning and Social Justice* 18.1 (Spring 2005): 19-24.

“The Artistic Identity: Art as a Catalyst for ‘Self Actualization’ in Lowry’s *Gathering*

Blue and Park's *A Single Shard*." *The ALAN Review* 31.1 (Winter 2004): 13-16.

"Politicizing Young Adult Literature: Reading Anderson's *Speak* as a Critical Text." *Journal of Adolescent and Adult Literacy* 47.2 (October 2003): 158-167.

"English Education Students and Professional Identity Development: Using Narrative and Metaphor to Challenge Pre-Existing Ideologies." *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 3.2 (Spring 2003): 277-280.

Janet Alsup* and Carrie King Wastal. "Writing Culture: Using Media Literacy and Popular Culture in the Middle and Secondary School." *The Writing Instructor* (January 2002):
URL: <http://flansburgh.english.purdue.edu/twi/>

"Power and Play in the Classroom: A Discussion about Media Literacy with Donna E. Alvermann." *The Writing Instructor* (January 2002):
URL: <http://flansburgh.english.purdue.edu/twi/>

"Seeking Connection: An English Educator Speaks Across a Disciplinary Contact Zone." *English Education* 34.1 (October 2001): 31-49.

"Memories of a Writing Teacher." *The Writing Instructor* (Summer 2001):
URL: <http://flansburgh.english.purdue.edu/twi/>

d) Non-refereed Journal Articles

"Am I a Teacher? Exploring the Development of Professional Identity." *Language Arts Journal of Michigan* 20.1 (Spring/Summer 2004): 34-39.

e) Review Essays

"Rethinking the Meaning of Difference: Contemporary Challenges for Researchers and Practitioners in Literacy and Language Education," co-authored with Lisa Schade Eckert, Jennifer D. Turner, and Christian Knoeller, *Reading Research Quarterly* 41.2 (April, May, June 2006): 274-291.

"Review Essay of E. Lawless' *Women Escaping Violence: Empowerment Through Narrative* (2001) and L. Bloom's *Under the Sign of Hope: Feminist Methodology and Narrative Interpretation* (1998)" in *Qualitative Research* 2.2 (August 2002): 264-267.

"Contextualizing Critical Pedagogy," a book review essay of Amy Lee's *Composing Critical Pedagogies: Teaching Writing as Revision* (2001) in *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 1:2 (Spring 2001): 428-434.

f) Conference Papers

National and International Meetings:

- “Teens Living in a Narrative World: Identification, Gender Identity, and Young Adult Literature,” National Council of Teachers of English Convention, New York, NY (November 2007).
- Respondent to “Conceptualizing and Empirically Investigating Transformative Professional Development,” American Educational Research Association (AERA), Chicago, IL (April 2007).
- “YA Literature as Educator: What Teen Chick Lit Teaches Adolescent Girls,” The National Council of Teachers of English Convention, Nashville, TN (November 2006).
- “Online Educational Discourse as Political Weapon: Blogging Toward Transformation,” The Conference on College Composition and Communication Convention, Chicago, IL (March 2006).
- “Teaching Is . . . Using Metaphor to Enhance Teacher Identity Development,” The National Council of Teachers of English Convention, Pittsburgh, PA (November 2005).
- “Teachers in the Crossfire: Accountability or Blame?” The International Reading Association Convention, San Antonio, TX (May 2005).
- “Using Meditation to Facilitate Holistic Literary Response.” The Conference on College Composition and Communication Convention, San Francisco, CA (March 2005).
- “Speaking From the Borderlands: Exploring Genres of Teacher Identity Discourse,” The National Conference of Teachers of English Convention, Indianapolis, IN (November 2004).
- “Exploring the Intersections of Teacher Practices, Online Learning, and Information Security,” presented with Professor Jennifer Richardson, The Educational Media Conference, Lugano, Switzerland (June 2004).
- “Preparing High School Students and Their Teachers: What are the ‘Standards for Success?’” The Conference on College Composition and Communication, San Antonio, TX (March 2004).
- “Speaking as a Teacher: Assignments to Facilitate Professional Identity Development of the Writing Teacher,” The Conference on College Composition and Communication, San Antonio, TX (March 2004).
- “Developing a Professional Teacher Identity: Becoming a Writing Teacher in Secondary and Post-Secondary Settings,” The National Council of Teachers of English Convention, San Francisco, CA (November 2003).
- “Remembering How (and Why) We Got Here: Into the Academy, Out of the Family,”

- The Feminism(s) and Rhetoric(s) Conference, Columbus, OH (October 2003).
- “Assuming a Teacher Body: Working Towards a Holistic Teacher Education,”
The Feminism(s) and Rhetoric(s) Conference, Columbus, OH (October 2003).
- “Speaking From the Borderlands: Exploring Genres of Teacher Identity Discourse as
Pathways to Critical Teaching,” The International Federation of Teachers of English
Conference, Melbourne Australia (July 2003).
- “Karate Kicks and Moral Lessons: The Idealized Social Order of *Walker, Texas Ranger*,”
The International Federation of Teachers of English Conference, Melbourne Australia
(July 2003).
- “Speaking from the Borderlands: Exploring Narratives of Teacher Identity,” The
Conference on College Composition and Communication, New York, NY (March 2003).
- “Composing Identity as a High School English Teacher: The Effects of Four Genres of
Teacher Identity Discourse,” The Watson Conference, Louisville, KY (October 2002).
- “From Trixie Belden to Charlotte Doyle: Representations of Girlhood in Young Adult
Novels,” The National Council of Teachers of English Convention, Atlanta, GA
(November 2002).
- “Recreating Student Teaching: Insights on Mentoring and Supervising Pre-Service
Teachers,” The National Council of Teachers of English Convention, Baltimore, MD
(November 2001).
- “Performing Teaching: The Discourse, Identity and Beliefs of Pre-Service English
Teachers,” The Third Biennial International Feminism(s) and Rhetoric(s) Conference,
Decatur, IL (October 2001).
- “The National Writing Project as a WAC Project: Teachers Teaching Teachers Across
Disciplines,” The Conference on College Composition and Communication, Denver, CO
(March 2001).
- “Toward a Seamless High School-to-College Writing Curriculum,” The
National Council of Teachers of English Convention, Milwaukee, WI (November 2000).

Regional Meetings:

- “From Little Women to the Gossip Girl: Constructing Girlhood as Commodity in Young Adult
Literature,” The Midwest Modern Language Association Conference, Cleveland, OH
(November 2007).
- “Is the Problem Novel Problematic for Girls? Representing Girlhood as Trauma in Young Adult
Literature,” The Midwest Modern Language Association Conference, Milwaukee, WI
(November 2005).

“Teaching as Performance: Personified Action,” The Midwest Modern Language Association Conference, St. Louis, MO (November 2004).

“Speaking as a Teacher: A Description of Four Genres of Teacher Identity Discourse,” The Midwest Modern Language Association Conference, Chicago, IL (November 2003).

“Becoming a Teacher: Student Teaching and the Development of a Professional Identity,” The Indiana Teachers of Writing Conference, Indianapolis, IN (November 2002).

“The Artistic Identity: Art as a Catalyst for Self Actualization in Lois Lowry’s *Gathering Blue* and Linda Sue Park’s *A Single Shard*,” The Midwest Modern Language Association Conference, Minneapolis, MN (November 2002).

“Using Comedy to Portray Tragedy in Contemporary Foreign Film: A Response to *Train of Life* and *Life is Beautiful*,” The Midwest Modern Language Association Conference, Cleveland, OH (November 2001).

“What Do New Teachers Need to Know About Writing?: Teaching in the Era of ISTEP and Indiana’s Academic Standards,” The Indiana Teachers of Writing Conference, Indianapolis, IN (November 2000).

“Millennialism and the Reading of Holocaust Texts,” The Midwest Modern Language Association Conference, Kansas City, MO (November 2000).

2. Work in Press

a) Refereed Journal Articles

Janet Alsup, Tammy Conard-Salvo, and Scott Peters, “Tutoring is Real: The Benefits of the Peer Tutor Experience for Future English Educators,” to be published in *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, Spring 2008. [This is a fully collaborative project with no lead author].

b) Book Chapters

“It Takes a Community of Scholars to Raise One: Multiple Mentors as Key to My Growth,” by Lu Liu, with Irwin Weiser, Tony Silva, **Janet Alsup**, Cindy Selfe, and Gail Hawisher, in *Learning to Do Graduate School: Perspectives on Writing, Academic Enculturation, and Identity*, Editors Christine Pearson Casanave and Xiaoming Li, University of Michigan Press.

“My Two Identities: Negotiating the Challenges of Being ‘Jointly Appointed,’” in The Doctoral Degree in English Education, in *The Doctoral Degree in English Education*, Editor Allen Webb, Kennesaw State University Press.

c) Online Book Review Journal

Co-editor (with Professors Jill P. May and Christine King) of a new online journal,

First Opinions, Second Reactions: Purdue University Sponsored Reviews of Recent Children's and Young Adult Literature to be published by Purdue University Press. This journal is currently under development, with the first issue in press and scheduled for release in January 2008. Planned issue themes include "International Children's and Young Adult Literature" (first issue), "Social Realism," and "Fantasy."

3. Work under Review

a) Refereed Journal Articles

"Teens Living in a Narrative World: Identification, Gender Identity, and Young Adult Literature," currently under review by the *Midwest Modern Language Association Journal*.

4. Work in Progress

a) Book

I have begun planning and researching a book exploring the intersections between teenage identity formation and young adult literature. The book is tentatively titled, *Young Adult Literature and Adolescent Identity: Reexamining the Literary Lives of Teens*.

5. Invited Lectures

"Teaching Critical Thinking Skills in a Global Society," keynote address at the 2007 China-US Conference on Literacy, Beijing, China, July 23-26, 2007.

"Negotiating the Personal and Professional Spaces of a Teaching Life," keynote address at the Assembly for Expanded Perspectives on Learning Workshop, National Council of Teachers of English Convention, Nashville, TN, November 2006.

"I Am Charlotte Simmons," address at English Department "Books and Coffee" lecture series, February 9, 2006.

"But Will it Work with Real Students?" keynote address at Florida Council of Teachers of English Conference in Orlando, Florida, as arranged by NCTE Co-sponsored Speakers Program, October 2005.

"Exploring the Intersections of Teacher Practices, Online Learning, and Information Security," presentation at CERIAS (Center for Education and Research in Information Assurance and Security) Conference at Purdue University, March 2005.

"Remembering How (and Why) We Got Here: Into the Academy, Out of the Family," presentation at Purdue Curriculum and Instruction Graduate Student Association (CIGSA) Graduate Student Conference, with Professor Lisa Schade Eckert, November 12, 2004.

"From Best Practice to Practical: Pedagogical Content Knowledge and the English

Education Classroom” presentation to faculty and students at Western Michigan University, January 28, 2004.

6. Evidence of Involvement in Graduate Research Program

a) Chair of Ph.D. Dissertation Committees

Katrina Imison-Mazy, “Why Graphic Novels? Post-Postmodern Borderlands of a Literary Fractal”

Nisreen Anati, “Picture Books and Bilingual Education”

Nai-Hua Kuo, “Young Adult Literature and ESL Instruction”

b) Co-Chair *or* Member of Ph.D. Dissertation Committees

Completed:

Jeanne Smith Muzzillo, “A Relational Study of the Effects Produced by Oral Reading Practices in Secondary Literature Classrooms,” May 2007 (unpublished).

Debrah Huffman, “Reading by the Book: An Examination of How Introductory Composition Textbooks Present Reading in Concept and Practice,” May 2007 (unpublished)

Mingyan Hong, “Technology as a Cultural Bridge Between International Teaching Assistants and their Native American Students,” May 2007 (unpublished)

YuanYuan Hu, “China’s Foreign Language Policy on Elementary English Education: Layered Case Studies of its Formulation and Implementation,” May 2007 (unpublished)

Lu Liu, “Understanding Rhetorical Traditions, Exploring Writing Pedagogies: A Cross National Study of Argumentative Writing in Textbooks and Teaching Guides for Secondary Schools,” May 2006 (unpublished).

John Storm, “Portfolio Assessment in Foreign Language Instruction,” July 2005 (unpublished).

Sharon Snyders, “What is the Impact of Student-Centered Small Groups Discussing Social Studies Texts on Middle School Students’ Attitudes about Reading?” December 2004 (unpublished).

Cicely Cobb, “‘Crying for the Land,’: Modes of Speech and Stories of Race in the Young Adult Novels of Mildred D. Taylor,” August 2004 (unpublished).

Stephen Wellinski, “Career Education as Literacy Apprenticeship: A Case Study of Literacy Events,” December 2002 (unpublished).

Michelle Pittard, “Teaching is Not At All What It’s Advertised to Be!”: A Narrative

Approach to Examining Student Teachers' Knowledge and Beliefs about Teaching," May 2002 (unpublished).

In progress:

Margaret Ann Bridger, "Medieval Young Adult Literature"

Jeffrey Dale Bulington, "Chess and Critical Thinking"

Kanok-on Glass, "ESL 'Katoey' Teachers in Thailand: Issues and Attitudes"

Jessica Kohl, Agnostics, Skeptics, and Converts: Writing Teachers' Perspectives on Student-Centered Teaching

Erin Roscher, "Math Teachers' Identity Development"

c) Chair of Master's Committees

Completed:

Nisreen Anati—graduated December 2006

F.A. Medard—graduated August 2006

Frank Jewell—graduated May 2006

Lori Caldwell-Hopkins—graduated August 2005

Elizabeth Hill—graduated August 2005

Marie Furey—graduated August 2004

Jenifer Ritchie—graduated December 2003

Laura Whitcombe—graduated December 2003

Tansey Mulligan—graduated December 2003

Jennifer Streisand—graduated May 2003

Martin Fernandez—graduated August 2002

In progress:

Lisa Wheeler, Secondary English Education

d) Member of Master's Committees

Completed:

Jonella Grimes—graduated May 2003

Tamera Fitzpatrick—graduated May 2003

William Laufman—graduated May 2005

Jolene Robinson—graduated May 2005

Shannon Funk—graduated May 2005

Crystal Kirgiss—graduated December 2007

In progress:

Heather Holman-Harrell, Secondary English Education

Gail Zdilla, Secondary English Education

e) Graduate Advisor

Currently, I am the advisor for 12 Master's and Post-Baccalaureate or Transition to Teaching English Education students in the Department of Curriculum and Instruction.

7. Research Grants and Awards Received

Fall 2006 Teaching Academy Educational Grant
Spring 2005 Synergy Grant, Purdue University College of Education
Fall 2004 Purdue University International Travel Grant
Fall 2004 Purdue Graduate School New Recruitment Initiative Award, with Professor Lisa Schade Eckert
Spring 2004 Purdue College of Liberal Arts Teaching Incentive Grant
2003-2004 Purdue Discovery Learning Center/E-enterprise Center Grant
Fall 2003 P3T3 (Purdue Program for Preparing Tomorrow's Teachers to use Technology) Research Mini-Grant
Fall 2003 Purdue College of Liberal Arts Research Incentive Award
2003 Purdue University International Travel Grant
2001-2002 Indiana Partnership for Statewide Education Grant
Fall 2001 Purdue University Faculty Incentive Grant
2001-2002 Purdue Undergraduate Instructional Equipment funding request granted
2001-2002 Undergraduate Research Trainee (URT) Grant from the Purdue College of Education
Fall 2000 Purdue University Faculty Incentive Grant

8. Evidence of Interdisciplinary Activity

I am an associated faculty member with the Gifted Education Resource Institute (GERI) in Purdue's College of Education, an associated faculty member with the Center for Literacy Education and Research (CLEAR) in Purdue's College of Education, and an affiliated faculty member with the Women's Studies Program in the College of Liberal Arts.

9. Other Evidence of National or International Recognition

2007-2008 Vice Chair of the Conference on English Education (CEE)
2008-2011 Chair of the Conference on English Education (CEE)
2007 Co-editor (with Professor Lisa Schade Eckert) of second English education special issue of *The Writing Instructor*, URL: <http://www.writinginstructor.com>, Issue theme: "Composition Studies, The Next Generation: Teaching and Mentoring New Composition Teachers"
2007 Invited to attend the Conference on English Education (CEE) second Leadership and Policy Summit at Lake Forest College, Lake Forest IL in June of 2007
2007 External Review for humanities programs at Culver Academy, Culver, IN
2006-2008 Conference on English Education program chair for 2007 and 2008 National Council of Teachers of English Convention
2006-2007 Member of steering committee for "Literacies of Hope: Making Meaning Across Boundaries," a conference to be held at Beijing Normal University, China, summer 2007

- 2006, 2007 Reviewer for National Council of Teachers of English Convention proposals
- 2005-present Member of Editorial Board of the journal *Contemporary Issues in Technology and Teacher Education* (CITE)-English
- 2005 Invited to attend the Conference on English Education (CEE) Leadership and Policy Summit at Georgia State University in May of 2005
- 2005 Elected as a member of the Conference on English Education (CEE) Executive Committee
- 2004-2006 Member of Executive Board and Secretary of the Assembly for Expanded Perspectives on Learning (AEPL)
- 2004-present Member of Conference on English Education (CEE) Commission on Writing Teacher Education
- 2003-present Reviewer for the National Council of Teachers of English's "Read, Write, Think" On-line Professional Development Project
- 2003-present Reviewer for *Indiana Reading Journal*
- 2002-present Reviewer for *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*
- 2002-present Reviewer for *English Education*
- 2001-present English Education Area Editor and Member of the Editorial Board of *The Writing Instructor*
- 2001-2006 Co-Chair of a Special Interest Group, "English Education/Composition Connections," at the annual Conference on College Composition and Communication
- 2001 Reviewer of proposals for the middle school/secondary section of the National Reading Conference's 53rd Annual Meeting
- 2000-present Reviewer for *Research in the Teaching of English*

Section C: Extension, Service, and University Outreach Activities

1. University or Departmental Administrative Service

- Fall 2006-present Convener and member of Purdue College of Liberal Arts Sexual Harassment Advisor's Network (SHAN)
- Spring 2007 Member of English Department Head's Review Committee
- Spring 2007 Member of English Department Advisor Search Committee
- Summer 2006 Facilitated three teacher workshops in reading/writing across the curriculum for teachers in Honduras, as part of C&I study abroad program
- Spring 2005-present Member of Purdue College of Liberal Arts Senate
- Spring 2005-present Member of Purdue English Department Policy Committee
- Spring 2005-present Coordinator of the Purdue Secondary Transition to Teaching (TTT) Alternative Licensure Program
- Spring 2005-present Co-advisor of Purdue Student Education Association (PSEA)
- Spring 2006-present Co-advisor of Purdue Curriculum and Instruction Graduate Student Association (CIGSA)
- Summer 2004-present Purdue English Education program Convener and member of Secondary Education Convener's Council

2005-2006	Member of the Purdue Teacher Education Council (TEC)
2005-2006	Member of the Purdue TEC Special Cases Committee
Fall 2004	Co-planner of the Harry Potter Reading Marathon, to benefit LARA (Lafayette Adult Resource Academy)
2002-2004	Member of Purdue College of Liberal Arts Faculty Affairs Committee
2003-2004	Member of Purdue College of Education's Task Force for Faculty Development and Support
2002-2003, 2007	Head University Supervisor for the Purdue English Education program
2002-2003	Member of the Purdue College of Liberal Arts Senate
2002-2003	Reviewer for summer and yearlong Purdue Research Foundation grants for College of Education faculty
2001-2002	Co-chair of Purdue Transition to Teaching planning Committee
2002	Chair of Purdue Woodman Lecture Committee
2001-2002	Chair of Purdue English Department Undergraduate Studies Committee
2000-2001	Member of Purdue English Department Undergraduate Studies Committee