

CURRICULUM VITAE

Wayne H. Slater

CERTIFICATION

I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record.

Date: March 10, 2021

Signature: *Wayne H. Slater*

PERSONAL DATA

Department: Teaching & Learning, Policy & Leadership (TLPL)
Current Rank: Associate Professor
Year of Appointment: 1982

Office Address: College of Education
Teaching & Learning, Policy & Leadership (TLPL)
2311 Benjamin Building
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ACADEMIC BACKGROUND

Degrees:

- Ph.D. University of Minnesota Twin Cities, Education
(concentrations in English Literacy Education, reading, cognitive psychology, linguistics, and research methodology)
- M.A. University of Minnesota, English Language and Literature
- B.S. University of Minnesota, Duluth, *Cum Laude*, Major: English Language and Literature; Minor: French Language and Literature

Certification and Licenses:

Life Teaching License: English/Language Arts and French, State of Minnesota

Honors and Citations:

Finalist for the International Reading Association (IRA) Outstanding Dissertation Award for 1983. Invited to present research report on dissertation at the 1984 I.R.A. Convention

Phi Delta Kappa Chapter (1137) Outstanding Achievement Award, 1974

Teacher of the Year Award, Virginia Jaycees, Virginia, MN, 1973

B.S., *Cum Laude*, University of Minnesota, Duluth

Sigma Tau Delta, English Honor Society

American Educational Research Association (AERA) Exceptional Leadership Award, Special Interest Group (SIG): Research in Reading and Literacy, April 19, 2015

PROFESSIONAL WORK EXPERIENCE

Summer 2016-	Associate Professor; Regular Member of the Graduate Faculty; Department of Teaching and Learning, Policy and Leadership, University of Maryland
Spring 2016	Associate Professor and Interim Associate Chair; Regular Member of the Graduate Faculty; Affiliate Associate Professor, Maryland Institute for Minority Achievement and Urban Education (MIMAUE); Coordinator of Secondary Education, Coordinator of English Education Unit, Department of Teaching and Learning, Policy and Leadership, University of Maryland
Fall 1998-	Associate Professor, Regular Member of the Graduate Faculty, Coordinator of Secondary Education, Department of Curriculum and Instruction, University of Maryland
Fall 1996-1997	Associate Professor, Regular Member of the Graduate Faculty, Coordinator of Secondary Education, Department of Curriculum and Instruction, University of Maryland
Fall 1994-1998	Associate Professor, Regular Member of the Graduate Faculty, Department of Curriculum and Instruction, University of Maryland
Summer 1994	Visiting Associate Professor, University of Minnesota Twin Cities, Minneapolis, MN

Fall 1991-August, 1994	Associate Professor, Regular Member of the Graduate Faculty, and Director of Graduate Studies, Department of Curriculum and Instruction, University of Maryland
Fall 1990	Sabbatical, University of Minnesota, Minneapolis, MN
July 1-August 28, 1989	Acting Chair, Department of Curriculum and Instruction, University of Maryland
Spring 1989	Associate Professor and Regular Member of the Graduate Faculty, Department of Curriculum and Instruction, University of Maryland
Summer 1988	Visiting Professor, College of Education, Department of Curriculum and Instruction, University of Minnesota, Minneapolis, MN
Summer 1987	Visiting Professor, Faculty of Education, Department of Language Education, University of British Columbia, Vancouver, B.C., Canada
1985-1987	Assistant Professor and Regular Member of the Graduate Faculty, Departments of Curriculum and Instruction, and English Language and Literature, University of Maryland
1982-1985	Assistant Professor and Associate Member of the Graduate Faculty, Department of Curriculum and Instruction and Department of English, University of Maryland
1979-1982	Assistant to the Dean, College of Education, University of Minnesota, Minneapolis, MN
1979-1982	Research Fellow, College of Education, University of Minnesota, Minneapolis, MN
1978-1979	Research Associate, Department of Curriculum and Instruction, University of Minnesota, Minneapolis, MN
1978-1982	Instructor (with Graduate School Teaching Status), Department of Curriculum and Instruction, University of Minnesota, Minneapolis, MN
1977-1978	Teaching Associate in Freshman Composition, Department of English, University of Minnesota, Minneapolis, MN
1972-1977	English Instructor and Department Head, Roosevelt High School, Virginia, MN

1971-1972	Teaching Assistant in Freshman Composition, Department of English, University of Minnesota, Minneapolis, MN
1969-1971	English Instructor, Roosevelt High School, Virginia, MN
1967-1969	English Instructor, Virginia Junior High School, Virginia, MN

PUBLICATIONS

Books Edited

Published

Logan, S. W., & Slater, W. H. (Eds.). (2018). *Academic and professional writing in an age of accountability*. Carbondale, IL: Southern Illinois University Press.

Dreher, M. J., & Slater, W. H. (Eds.). (1992). *Elementary school literacy: Critical issues*. Norwood, MA: Christopher Gordon Publishers.

Books Authored/Edited

In Preparation

Slater, W. H. (in preparation). *Problem solving in written communication: Digital rhetoric*.

Slater, W. H. (in preparation). *Using rhetoric in middle and high schools*.

Chapters in Edited Books: (* designates refereed; + designates solicited)

Published

*Palmer, R. J., Slater, W. H., & Graves, M. F. (1980). The effect of passage difficulty on good and poor readers' use of authors' schemata in written recall protocols. In M. L. Kamil & A. J. Moe (Eds.), *Perspectives on reading research and instruction* (pp. 38-41). Washington, D. C.: National Reading Conference.

+Graves, M. F., & Slater, W. H. (1982). Some further thoughts on validating content area teaching procedures. In J. P. Patberg (Ed.), *Reading in content areas: Applications of a concept* (pp. 1-28). Toledo, OH: University of Toledo Press.

- *Graves, M. F., Brunetti, G. R., & Slater, W. H. (1982). Reading vocabularies of primary grade children of varying geographic and social backgrounds. In J. A. Niles & L. A. Harris (Eds.), *New inquiries in reading research and instruction* (pp. 99-104). Rochester, NY: National Reading Conference.
- *Graves, M. F., Ryder, R. J., & Slater, W. H. (1983). Family frequency as a predictor of word knowledge. In J. Niles & L. Harris (Eds.), *Searches for meaning in reading/language processing and instruction* (pp. 95-101). Rochester, NY: National Reading Conference.
- *Slater, W. H. (1985). Revising inconsiderate elementary school expository text: Effects on comprehension and recall. In J. A. Niles & R. V. Lalik (Eds.), *Issues in literacy: A research perspective* (pp. 186-193). Rochester, NY: National Reading Conference.
- +Graves, M. F., Slater, W. H., & White, T. G. (1988). Teaching content area vocabulary. In J. Flood & D. Lapp (Eds.), *Instructional theory and practice for content area reading and learning* (pp. 23-47). New York: Prentice-Hall.
- *Slater, W. H., & Graves, M. F. (1989). Research on expository text: Implications for teachers. In K. D. Muth (Ed.), *Children's comprehension of text: Research into practice* (pp. 140-166). Newark, DE: International Reading Association.
- *White, T. G., Slater, W. H., & Graves, M. F. (1990). Yes/No method of vocabulary assessment: Valid for whom and useful for what? In S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction* (pp. 391-397). Chicago, IL: National Reading Conference.
- *Dreher, M. J., & Slater, W. H. (1992). Elementary school literacy: Critical issues. In M. J. Dreher & W. H. Slater (Eds.), *Elementary school literacy: Critical issues* (pp. 3-25). Norwood, MA: Christopher Gordon Publishers.
- *Slater, W. H. (1993). Causal relations and their effects on the comprehension of narrative texts. In C. K. Kinzer & D. J. Leu (Eds.), *Examining central issues in literacy research, theory, and practice* (pp. 383-390). Chicago, IL: National Reading Conference.
- *Graves, M. F., & Slater, W. H. (1996). Vocabulary instruction in content areas. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content area reading and learning instructional strategies* (2nd ed.) (pp. 260-274). Boston, MA: Allyn and Bacon.

- *Slater, W. H. (1998). The effects of eleventh-graders' opinions on their interpretation of conflicting arguments. In T. Shanahan & F. V. Rodriguez-Brown (Eds.), *NRC: 47th Yearbook of the National Reading Conference* (pp.157-166). Chicago, IL: National Reading Conference.
- *Slater, W. H. (2004). Teaching English from a literacy perspective: The goal of high literacy for all students. In T. Jetton & J. Dole (Eds.), *Adolescent literacy: Research and practice* (pp. 40-58). New York, NY: Guilford Publications, Inc.
- *Graves, M. F., & Slater, W. H. (2008). Vocabulary instruction in content areas. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content area reading and learning instructional strategies* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum.
- *Slater, W. H., & Groff, J. A. (2017). A summative evaluation of one undergraduate course in the University of Maryland's General Education I-Series Initiative: The case of EDCI 288W: Forbidden Books. In O. M. Alegre de la Rosa (Ed.), *Research on university teaching and faculty development: International perspectives* (pp. 85-100). New York, NY: Nova Science Publishers.
- *Slater, W. H., & Logan, S. W. (2018). Introduction to Academic and professional writing in an age of accountability. In S. W. Logan & W. H. Slater (Eds.), *Academic and professional writing in an age of accountability* (pp. 1-9). Carbondale, IL: Southern Illinois University Press.

In Preparation

Slater, W. H. The stases: A universal critical thinking problem solving strategy in the sciences and arts. In N. Rezaei (Ed.), *THINKING: Bioengineering of science and art*. Springer Nature.

Slater, W. H. What Research Tells Us about Reforming Reading/Literacy Education for All Students in the 21st Century.

Journal Articles: (* designates refereed journal articles; + designates solicited journal articles)

Published

- *Slater, W. H., Graves, M. F., & Palmer, R. J. (1982). Effects of directions describing passage structure, signaling, and elaboration on readers' recall. *Research in Secondary Reading*, 9 (1), 1-21.

- *Piché, G. L., & Slater, W. H. (1983). Predicting learning from text: A comparison of two procedures. *Journal of Reading Behavior*, 15 (1), 43-57.
- *Slater, W. H., Graves, M. F., & Piché, G. L. (Winter, 1985). The effects of structural organizers on ninth grade students' comprehension and recall of four patterns of expository text. *Reading Research Quarterly*, 20 (2), 189-202.
- *Slater, W. H. (1985). Teaching expository text structure using structural organizers. *Journal of Reading*, 28 (8), 712-718.
- *Ryder, R. J., & Slater, W. H. (1985). Elementary teachers' accuracy in predicting student vocabulary knowledge. *Reading: Exploration and Discovery*, 8(1), 5-16.
- *Slater, W. H. (1985). The muse didn't promise to visit everyone: What research tells us about prewriting planning. *Minnesota English Journal*, 19, 100-120.
- *Garner, R., Slater, W. H., Weaver, V. P., Cole, M., Williams, D., & Smith, T. (1986, Summer). Do teachers notice textbook flaws? *Education*, 106 (4), 429-433.
- +Graves, M. F., & Slater, W. H. (1986, Spring). Could textbooks be better written and would it make a difference? *The American Educator*, 10 (1), 36-42.
- *Garner, R., Alexander, P., Slater, W., Hare, V. C., Smith, T., & Reis, R. (1986, December). Children's knowledge of structural properties of expository text. *Journal of Educational Psychology*, 78 (6), 411-416.
- *Graves, M. F., Ryder, R. J., Slater, W. H., & Calfee, R. C. (1987, November/December). The relationship between word frequency and reading vocabulary using six metrics of frequency. *Journal of Educational Research*, 81, 81-90.
- *Slater, W. H., Graves, M. F., Scott, S. B., & Redd-Boyd, T. M. (1988, February). Discourse structure and college freshmen's recall and production of expository text. *Research in the Teaching of English*, 22(1), 45-61.
- *Ryder, R. J., & Slater, W. H. (1988, May/June). The relationship between word frequency and word knowledge. *Journal of Educational Research*, 81, 312-317.

- *Graves, M. F., Slater, W. H., Roen, D. H., Redd-Boyd, T. M., Duin, A. H., Furniss, D. W., & Hazeltine, P. A. (1988, October). Some characteristics of memorable expository writing: Effects of revisions by writers with different backgrounds. *Research in the Teaching of English*, 22(3), 242-265.
- *Slater, W. H. (1988, Fall). Current theory and research on what constitutes readable expository text. *The Technical Writing Teacher*, 15(3), 195-206.
- *Redd-Boyd, T. M., & Slater, W. H. (1989). The effects of audience specification on undergraduates' attitudes, strategies, and writing. *Research in the Teaching of English*, 23(1), 77-108.
- *White, T. G., Graves, M. F., & Slater, W. H. (1990). Growth in reading vocabulary in diverse elementary schools: Decoding and word meaning. *The Journal of Educational Psychology*, 82(2), 281-290.
- *Graves, M. F., & Slater, W. H. (1990). On knowing what you're doing and telling others what to do: A reply to Reiff's rankling response. *Research in the Teaching of English*, 24(1), 107-108.
- *Graves, M. F., Prens, M., Earle, J., Thompson, M., Johnson, V., & Slater, W. H. (1991). Improving instructional text: Some lessons learned. *Reading Research Quarterly*, 26(2), 110-122.
- *Graves, M. F., & Slater, W. H. (1991). A Response to "Instructional Texts Rewritten by Five Expert Teams". *The Journal of Educational Psychology*, 83(1), 147-148.
- *Graves, M. F., & Slater, W. H. (1992). Memorable text. *SET: Research Information for Teachers* (New Zealand Council for Educational Research and the Australian Council for Educational Research), 9(1), 1-6.
- *Slater, W. H., & Horstman, F. R. (2002, Summer). Teaching reading and writing to struggling middle school and high school students: The case for reciprocal teaching. *Preventing School Failure*, 46(4), 163-166.
- *Slater, W. H., & Groff, J. A. (2017, April). Tutoring in critical thinking: Using the stases to scaffold high school students' reading and writing of persuasive text. *Reading and Writing Quarterly*.
<http://dx.doi.org/10.1080/10573569.2017.1294516>

Journal Articles (in preparation)

- The communicative efficacy of digital rhetoric in written communication
- What digital natives can learn from the ancients about persuasive communication
- Scaffolding critical reading using the stases
- The effects of intensive audience analysis on students' persuasive writing.
- Using the stases with upper elementary students in diverse classroom.
- Parsing digital persuasive text using the stases.

Reviews

- +Slater, W. H. (1987, Fall). A celebration of reading and writing: A review of *When Writers Read. Canadian English Quarterly*, 20(3), 251-253.
- +Slater, W. H. (1998). A review of the *ERB Writing Assessment Program*. In J. C. Impara & B. S. Plake (Eds.), *The thirteenth mental measurements yearbook* (pp. 427-429). Lincoln, NE: The Buros Institute of Mental Measurements and the University of Nebraska.
- +Slater, W. H. (1998). A review of the *Stanford Writing Assessment Program*, Second Edition. In J. C. Impara & B. S. Plake (Eds.), *The thirteenth mental measurements yearbook* (pp. 945-947). Lincoln, NE: The Buros Institute of Mental Measurements and the University of Nebraska.
- +Slater, W. H. (2001). A review of the *Adult Language Assessment Scales*. In B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook* (pp. 41-42). Lincoln, NE: The Buros Institute of Mental Measurements and the University of Nebraska.

Technical Reports

- Slater, W. H., P.I. (2009, February 27). Final Report: University of Maryland (UM)/Montgomery County Public Schools (MCPS) Phase 1 Literacy Coach Initiative: ESEA Title 2 Maryland Higher Education Commission (MHEC) ITQ Phase 4 (ITQ-06-407).
- Slater, W. H., P.I. (2010, May 4). Final Report: University of Maryland (UM)/Prince George's County Public Schools (PGCPS) Phase 3 Literacy Coach Initiative: ESEA Title 2 Maryland Higher Education Commission (MHEC) ITQ Phase 6 (ITQ-08-612).

- Slater, W. H., P. I. (2010, August 31). Final Report: University of Maryland (UM)/Montgomery County Public Schools (MCPS) Cohorts 2 and 3/ Prince George's County Public Schools (PGCPS) Cohort 1 Phase 2 Literacy Coach Initiatives: ESEA Title 2 Maryland Higher Education Commission (MHEC) Phase 5, FY 2007, ITQ-07-514, CFDA #84.367.
- Slater, W. H., P. I. (2010, November 22). Final Report: University of Maryland (UM)/Baltimore City Public Schools (City Schools) Phase 4 Literacy Coach Initiative: ESEA Title 2 Maryland Higher Education Commission (MHEC) ITQ FY 2009 Phase 7 (ITQ-09-711) CFDA #84.367.
- Slater, W. H., P. I. (2013, August 21). Final Report: University of Maryland (UM)/Prince George's County Public Schools (PGCPS) Phase 10 Integrating Content Literacy (Reading and Writing), Special Education Knowledge and Applications, and the Common Core State Standards in Language Arts: A Joint University of Maryland and Prince George's County Public Schools Initiative. ESEA Title II Maryland Higher Education Commission (MHEC) ITQ.
- Slater, W. H. (2016, February 16). University of Maryland General Education I-Series Summative Assessment Report: EDCI 288W: Forbidden Books: Censorship of Children's and Young Adult Literature, Fall Semester, 2015.
- Slater, W. H. (2017, January 20). University of Maryland General Education I-Series Summative Assessment Report: EDCI 288W: Forbidden Books: Censorship of Children's and Young Adult Literature, Fall Semester, 2016.
- Slater, W. H. (2018, January 10). University of Maryland General Education I-Series Summative Assessment Report: EDCI 288W: Forbidden Books: Censorship of Children's and Young Adult Literature, Fall Semester, 2017.
- Slater, W. H. (2018, December 26). University of Maryland General Education I-Series Summative Assessment Report: EDCI 288W: Forbidden Books: Censorship of Children's and Young Adult Literature, Fall Semester, 2019.
- Slater, W. H. (2021, January 11). University of Maryland General Education I-Series Summative Assessment Report: EDCI 288W: Forbidden Books: Censorship of Children's and Young Adult Literature, Fall Semester, 2020.

Other Creative Endeavors:

- +Graves, M. F., Cooke, C. L., & Slater, W. H. (1980). *Minnesota basic reading test: Vocabulary subtest*. St. Paul, MN: Minnesota State Department of Education.

PROFESSIONAL PRESENTATIONS

International:

- Slater, W. H. "Scaffolding Argument Development: Using the Stases as a Reading and Writing Problem-Solving Strategy with Minority Eleventh-Graders." *Oxford Education Research Symposium*. University of Oxford, St. Edmund College, Doctorow Hall, UK, March 19, 2013.
- Slater, W. H. "The Effects of Preparing and Utilizing Literacy Coaches in At-Risk Urban Schools in an Era of High Accountability: The Baltimore City Public Schools Initiative." *Oxford Education Research Symposium*. University of Oxford, Old University of Oxford Library in the University Church of St. Mary the Virgin, UK. November 27, 2013.
- Slater, W. H. "Changing Minds: The Effects of Explicit Instruction in Critical Thinking and Persuasive Writing on Underprepared High School Students' Argument Papers." *Oxford Education Research Symposium*. University of Oxford, Oxford University Club, UK, December 13, 2014.
- Slater, W. H. "State Curricular Control and High-Stakes Testing: The Common Core State Standards and PARCC Assessments." *Oxford Education Research Symposium*. University of Oxford, Oxford University Club, UK, March 17, 2016.
- Slater, W. H. "A Summative Assessment of One Undergraduate Course in Maryland's General Education I-Series Initiative: The Case of EDCI 288W: Forbidden Books." *Oxford Education Research Symposium*. University of Oxford, St. Cross College, December 7, 2016.
- Slater, W. H. "Culturally Relevant Pedagogy and Culturally Sustaining Pedagogy: A Review of the Research Focused on Student Academic Achievement." *Oxford Education Research Symposium*. University of Oxford, St. Hugh's College, December 6, 2017.
- Slater, W. H. "Explicit Instruction in Critical Thinking in Middle and High Schools: A Review of the Literature." *Oxford Education Research Symposium*. University of Oxford, Harris Manchester College, December 5, 2018.
- Slater, W. H. Keynote Address: "The Explanatory Power of Digital Rhetoric in Written Communication." *Oxford Education Research Symposium*. University of Oxford, St. Anne's College, December 5, 2019.
- Slater, W. H. "What Classical and Modern Rhetorical Theory Offers Thinkers, Researchers, and Problem Solvers in the Sciences and Arts. 5th USERN Congress, Tehran, Iran, Zoom Conference, November 8, 2020.

Slater, W. H. "What Research Tells Us about Reforming Reading Literacy Education for All Students in the 21st Century." University of Oxford, Zoom Conference, December 7, 2020.

National:

Slater, W. H. University of Maryland. "Tutoring in Critical Thinking: Using the Stases to Scaffold High School Students' Reading and Writing of Persuasive Text." Rhetoric Society of America (RSA) 19th Biennial Conference, Portland, Oregon, May 21 – 24, 2020 (Covid 19 Pandemic).

Slater, W. H. University of Maryland. Chair. "Knowledge Building: Reading and Writing in Design Mode": Distinguished Scholar Symposium in Honor of Marlene Scardamalia and Carl Bereiter, Ontario Institute for Studies in Education (OISE), University of Toronto. Annual meeting of the American Educational Research Association, Toronto, Ontario, Canada, April 8, 2019.

Slater, W. H. "Scaffolding the Reading and Writing of Persuasive Text Using the Stases." The Stasis Symposium, Department of English, University of Maryland, College Park, MD, October 12, 2018.

Slater, W. H. "Tutoring in Critical Thinking: Using the Stases to Scaffold High School Students' Reading and Writing of Persuasive Text." Annual meeting of the Rhetoric Society of America, Minneapolis, MN, May 5, 2018.

Slater, W. H. University of Maryland. Chair. "Theory versus Evidence: The Limits of Randomized Controlled Trials as Guides to Literacy Instruction": Distinguished Scholar Symposium in Honor of Catherine E. Snow, Harvard Graduate School of Education, Harvard University. Annual meeting of the American Educational Research Association, New York, NY, April 16, 2018.

Saracho, O. N., & Slater, W. H. University of Maryland. "A Critical Discourse Analysis of Parents' Shared Storybook Reading." Annual meeting of the American Educational Research Association, New York, NY, April 16, 2018.

Slater, W. H., & Saracho, O. N. University of Maryland. "A Meta-Analysis on Family Literacy Programs." Annual meeting of the American Educational Research Association, New York, NY, April 14, 2018.

Slater, W. H. University of Maryland. Chair. "The Quest for the Universal in Reading: Writing Systems, Languages, and the Brain: Distinguished Scholar Symposium in Honor of Charles A. Perfetti, Learning Research and Development Center, University of Pittsburgh." Annual meeting of the American Educational Research Association, San Antonio, TX, April 30, 2017.

- Horowitz, R., Falk-Ross, F. C., & Slater, W. H. "The Life and Legacy of Joshua Fishman: Seminal Contributions to Sociolinguistics and Human Development." Terrence G. Wiley, Center for Applied Linguistics; Nancy H. Hornberger, University of Pennsylvania; Kenji Hakuta, Stanford University; Stanton Wortham, University of Pennsylvania; Ofelia Garcia, City University of New York; Asya Viasman Schulman, The Yiddish Book Center. Annual meeting of the American Educational Research Association, Washington, DC, April 8, 2016.
- Slater, W. H. University of Maryland. "Using the Stases as a Reading and Writing Problem-Solving Strategy with Minority High School Students." Annual meeting of the National Council of Teachers of English, Minneapolis, MN, November 20, 2015.
- Slater, W. H. University of Maryland. "Argument Problem Solving in Reading and Writing with Seventh Graders: Six Cases." Annual meeting of the American Educational Research Association, Chicago, IL, April 17, 2015.
- Slater, W. H. University of Maryland. Co-chair. "Tutoring Practices: Updates on Research and Programs." Speakers: Annemarie S. Palincsar, University of Michigan; Robert Slavin, Johns Hopkins University; Nancy Madden, Success for All Foundation; Janet C. Richards, University of South Florida; James V. Hoffman, University of Texas at Austin. Annual meeting of the American Educational Research Association, Philadelphia, PA, April 5, 2014.
- Logan, S. W., & Slater, W. H. Co-chairs. "2014 Maryland Conference on Academic and Professional Writing." Speakers: James A. Herrick, Hope College; Kathy Yancey, Florida State University; Gert Rijlaarsdam, University of Amsterdam; Jeanne Fahnestock, University of Maryland; Kelly Ritter, University of Illinois; Necia Werner, Carnegie Mellon University; Paul A. Prior, University of Illinois; Anne F. Wysocki, University of Wisconsin; Doug Hesse, University of Denver; Anne Ruggles Gere, University of Michigan; Paul L. Sawyer, Cornell University; James Paul Gee, Arizona State University; Charles Bazerman, University of California, Santa Barbara; Suresh Canagarajah, Pennsylvania State University; Teresa Redd, Howard University; Jane Stanley, University of California, Berkeley. College Park, MD, October 10 – 11, 2014.
- Slater, W. H. University of Maryland. Chair. "RQ Is Not Equal to IQ: Distinguished Scholar Symposium in Honor of Keith E. Stanovich, Ontario Institute for Studies in Education, University of Toronto." Annual meeting of the American Educational Research Association, San Francisco, CA, April 29, 2013.
- Slater, W. H. University of Maryland. Chair. "Research in Reading and Literacy: The Range of Research Questions." Speakers: Elliott Friedlander, Stanford University and Amy Jo Dowd, Save the Children; Melody Kung, University of

North Carolina at Chapel Hill, Jill Fitzgerald, MetaMetrics and University of North Carolina at Chapel Hill, Steven J. Amendum, North Carolina State University; Kristen Michelle Nichols Besel, University of Minnesota; Jennifer Letcher Gray, Marymount University, Mariam Jean Dreher, University of Maryland, Rebecca Deffes Silverman, University of Maryland, Patrick Proctor, Boston College; Leisa G. Standish, Macquarie University (Australia); Nancy Jo Hamilton, University of Arkansas, Gregory John Schraw, University of Nevada. Annual meeting of the American Educational Research Association, San Francisco, CA, May 1, 2013. (competitively selected)

Slater, W. H. University of Maryland. Chair. SIG: Research in Reading and Literacy. Business Meeting. Annual meeting of the American Educational Research Association, San Francisco, CA, April 29, 2013.

Slater, W. H. University of Maryland. Chair. "Literacy Then and Now: Distinguished Scholar Symposium in Honor of Daniel P. Resnick and Lauren B. Resnick." Annual meeting of the American Educational Research Association, Vancouver, B.C., Canada, April 15, 2012.

Slater, W. H. University of Maryland. "Using the Stases as a Reading and Writing Problem-Solving Strategy with On-Grade-Level Tenth Graders." Annual meeting of the American Educational Research Association, Vancouver, B.C., Canada, April 16, 2012.

Slater, W. H. University of Maryland. Chair. SIG: Research in Reading and Literacy. Business Meeting. Annual meeting of the American Educational Research Association, Vancouver, B.C., Canada, April 15, 2012.

Becker, Cynthia Ann and Wayne H. Slater. University of Maryland. "An Analysis of Parent/Child Comprehension-Related Utterances While Reading Different Genres." Annual meeting of the American Educational Research Association, New Orleans, LA, April 10, 2011.

Slater, W. H. University of Maryland. Chair. SIG: Research in Reading and Literacy. Business Meeting. Annual meeting of the American Educational Research Association, New Orleans, LA, April 11, 2011.

Slater, W. H., University of Maryland. "Factors That Influence Reading Processes." Speakers: Ummuhan Yesil-Dagli, East Carolina University, Carol M. Connor, Florida State University, Yaacov Petscher, Florida Center for Reading Research; Stephen B. Kucer, Washington State University; Alejandro A. Lazarte, and Mary Sue Barry, Auburn University; Wanda Hedrick, Lunetta Williams, and Katrina Hall, University of North Florida; Crystal M. Ramsay and Rayne A. Sperling, The Pennsylvania State University; Wayne Slater, University of Maryland. Annual meeting of the American Educational Research Association, New Orleans, LA, April 11, 2011. (competitively selected).

- Slater, W. H., University of Maryland. "What Makes a Difference in Reading Comprehension?" Speakers: Heather Koons, University of North Carolina at Chapel Hill; Margaret Queenan, University of Bridgeport; Guy Trainin and Kathleen Wilson, University of Nebraska; Elfrieda Hiebert, University of California, Berkeley; Michael Desay, University of Massachusetts; Wayne H. Slater, University of Maryland. Annual meeting of the American Educational Research Association, San Diego, CA, April 15, 2009. (competitively selected).
- Slater, W. H., University of Maryland; Jordan Schugar, West Chester University; Terry Kirtz, Montgomery County (Maryland) Public Schools; and Evelyn Herschler, Montgomery County (Maryland) Public Schools. "Literacy Coaching for the 21st Century." Annual meeting of the National Council of Teachers of English, San Antonio, TX, November 21, 2008. (competitively selected).
- Slater, W. H., University of Maryland. "High School Dropout Factories": Do They Really Exist, and If So, What Do We Do About It? Speakers: Robert W. Balfanz, Johns Hopkins University; Russell W. Rumberger, University of California, Santa Barbara; W. Norton Grubb, University of California, Berkeley; Wayne H. Slater, University of Maryland. Annual meeting of the American Educational Research Association, New York, NY, March 27, 2008. (competitively selected).
- Slater, W. H., University of Maryland. "Directions in Reading and Literacy Research 5." Speakers: Yigal Attali, Don Powers, and Thomas Quinlan, "A Developmental Writing Scale," Educational Testing Service, Princeton, NJ; Maren S. Aukerman, Caroline McGuire, and Gregory Glasheen, "Eliciting Peer-to-Peer Text Discussion: How Teacher and Student Questions Matter," University of Pennsylvania; Kelly McNeal, Salika Lawrence, and Djanna A. Hill-Brisbane, "Graphic Novels: A Pathway to Critical Thinking," William Paterson University. Annual meeting of the American Educational Research Association, New York, NY, March 28, 2008. (competitively selected).
- Slater, W. H., University of Maryland; Schugar, Jordan T., & White, Melissa, Montgomery County Public Schools. "Preparing Literacy Coaches for Struggling Secondary Schools: The University of Maryland/Montgomery County Public Schools Model. National Council of Teachers of English, New York, NY. November 16, 2007. (competitively selected).
- Slater, W. H., University of Maryland. "Research in Reading and Literacy I." Speakers: Scott G. Paris, University of Michigan; Tamba Riggs, The Catholic University of America; Catherine M. Bohn, University of Minnesota; David Rapp, Northwestern University; Paul VandenBroek, University of Minnesota; Guy Trainin, University of Nebraska; Ann Swenson Ticknor, University of Iowa. Annual meeting of the American Educational Research Association. Chicago, IL. April 11, 2007. (competitively selected).

- Slater, W. H., McCaleb, J. L., Koziol, S., Schugar, J. A., Tsai, Ya-Chin & Travers, K. "Evaluating English Education Intern Progress in a Teacher Preparation Program: The Maryland Model." National Council of Teachers of English, Nashville, TN, November 17, 2006. (competitively selected)
- Slater, W. H. "Constructing Valid and Reliable Performance Assessments for English Education Interns: An Overview." National Council of Teachers of English, Nashville, TN, November 17, 2006. (competitively selected)
- Slater, W. H. "Directions in Literacy Research" American Educational Research Association. Special Interest Group presentation. San Francisco, CA, April 10, 2006. (invited)
- Slater, W. H. "Constructing a Secondary English Language Arts/Literacy Curriculum: The Montgomery County Public Schools Experience." Speakers: Kay Williams, James Fliakas, Arlene Cohen, Montgomery County Public Schools; Catherine Snow, Harvard University; Michael Graves, University of Minnesota; John Guthrie, University of Maryland; Judith Langer, SUNY, Albany; Arthur Applebee, SUNY, Albany; Martin Nystand, University of Wisconsin; Stephen Koziol, University of Maryland. American Educational Research Association, San Francisco, CA, April 11, 2006. (competitively selected).
- Slater, W. H. "The World Wide Web (www) and Technology Energize the I-Search Paper." National Council of Teachers of English, Pittsburgh, PA, November 19, 2005. (competitively selected).
- Slater, W. H., Schugar, J., Tsai, Y., & Koziol, S. "Validating the 2003 NCTE Teacher Preparation Standards." American Educational Research Association, Montréal, Quebec, Canada, April 11 – 15, 2005. (competitively selected).
- Slater, W. H. "Preparing English Teachers for Urban Schools in the New Century: The Emerging Maryland Model." National Council of Teachers of English, Indianapolis, IN, November 18 – 23, 2004. (competitively selected).
- Slater, W. H. "The Effects of Cognitive Strategy Instruction on English Language Learners' Comprehension of Expository Text." American Educational Research Association, San Diego, CA, April 12 – 16, 2004. (competitively selected).
- Slater, W. H. "The Effects of College Freshmen's Opinions on Their Ability to Evaluate Controversial Information." American Educational Research Association, New Orleans, LA, April 21, 2002. (competitively selected)
- Slater, W. H. "Text Structure and Reader Characteristics." Discussant. American Educational Research Association, New Orleans, LA, April 22, 2002. (competitively selected)

- Slater, W. H. "Promoting Success for First-Year Teachers in the English Classroom: Instruction." Symposium. Promoting Success for First-Year Teachers in the English Classroom: Content, Instruction, and Assessment. National Council of Teachers of English. Baltimore, MD, November 20, 2001. (competitively selected)
- Slater, W. H. "A Meeting of the Minds on Educational Research and Practice: What do we know about the initial and continuing preparation of early literacy (Pre-school through Grade 3) teachers?" Symposium. American Educational Research Association. New Orleans, LA, April 27, 2000. (competitively selected)
- Slater, W. H., & Horowitz, R. "Parsing Arguments in Texts." American Educational Research Association. New Orleans, LA, April 26, 2000. (competitively selected)
- Slater, W. H. "The Effects of Twelfth-Graders' Beliefs and Prior Knowledge on Their Interpretation of Opposing Arguments." American Educational Research Association. Montreal, Quebec, Canada, April 22, 1999. (competitively selected)
- Slater, W. H. "A Critical Thinking Perspective for Teaching Multicultural Literature and Writing: Insights from Rhetorical Theory and Cognitive Psychology." University of Chicago – National Council of Teachers of English Conference: "The English Teacher as Curriculum Maker in the Face of Reform." Chicago, IL, June 18, 1999. (competitively selected)
- Schultz, R. A., & Slater, W. H. "Read-Write-Now Partners Tutoring Program." America Reads Conference. Washington, DC, August 31, 1998. (competitively selected)
- Slater, W. H. "International Reading Association (IRA) Symposium: A Meeting of the Minds on Educational Research and Practice: Searching for Consensus on Reading Practice." Chaired by Richard L. Venezky, University of Delaware and U. S. Department of Education. Orlando, FL, May 6, 1998. (competitively selected)
- Slater, W. H. "What Experimental Design Has to Offer Teacher Researchers." National Council of Teachers of English. Detroit, MI, November 22, 1997. (competitively selected)
- Slater, W. H. "A Meeting of the Minds on Educational Research and Practice: Steps toward Consensus on Reading Instruction?" American Educational Research Association. Chicago, IL, March 25, 1997. (invited)

- Slater, W. H. "The Effects of Prewriting and Drafting Strategies on 12th-Graders' Persuasive Writing Performance." American Educational Research Association. Chicago, IL, March 25, 1997. (competitively selected)
- Slater, W. H. "Directions in Reading Comprehension Research." American Educational Research Association. New York, NY, April 9, 1996. (competitively selected)
- Slater, W. H., O'Ferrall, M. E., & Horstman, F. R. "The Effects of Prewriting Strategies on Eleventh Graders' Persuasive Writing." American Educational Research Association, New York, NY, April 11, 1996. (competitively selected)
- Slater, W. H. "Reading Recovery: Theory, Instruction, and Research." American Educational Research Association. New York, NY, April 12, 1996.
- Slater, W. H. "Revision Strategies for Middle School Students." National Council of Teachers of English, Boston, MA, March 23, 1996. (competitively selected)
- Slater, W. H. "Directions in Literacy Research: Predictions from the Disciplines." American Educational Research Association, San Francisco, CA, April 20, 1995.
- Slater, W. H. "Research in Adult Literacy Acquisition." American Educational Research Association, San Francisco, CA, April 19, 1995. (competitively selected)
- Slater, W. H., & Horstman, F. R. "Effects of Explicit Instruction in Expository Organization and Development on Tenth Graders' Persuasive Writing." American Educational Research Association, San Francisco, CA, April 21, 1995. (competitively selected)
- Slater, W.H. "The Effects of Relevant Elaborations on the Comprehension of Expository Text." American Educational Research Association, New Orleans, LA, April 8, 1994. (competitively selected)
- Slater, W. H. "Tenth Graders' Strategic Use of Word Processing in Composing." American Educational Research Association, New Orleans, LA, April 7, 1994. (competitively selected)
- Slater, W. H. "Reconstructing an English Teacher Preparation Program: Implications for General Curriculum Development." American Educational Research Association, New Orleans, LA, April 6, 1994. (competitively selected)

- Slater, W. H., & Dreher, M. J. "Elementary School Literacy: Critical Issues." American Educational Research Association, Atlanta, GA, April 14, 1993. (invited discussion of the book by the same title edited by M. J. Dreher & W. H. Slater)
- Slater, W. H. "Causal Relations in Narrative and Expository Texts." American Educational Research Association, Atlanta, GA, April 13, 1993. (competitively selected)
- Slater, W. H. "The Effects of Causal Links on Fourth Graders' Comprehension of Narrative Texts." National Reading Conference, San Antonio, TX, December 2, 1993. (competitively selected)
- Slater, W. H. "The Effects of Causal Links on Seventh Graders' Comprehension of Short Narrative Texts." American Educational Research Association, San Francisco, CA, April 24, 1992. (competitively selected)
- Slater, W. H., & Taylor, N. E. Symposium: "Initiatives in English Teacher Preparation at an Urban, Historically Black College; a Private Liberal Arts College; a Comprehensive State University; and a State Research University." National Council of Teachers of English, Washington, D. C., March 27, 1992. (competitively selected)
- Slater, W. H., & McCaleb, J. L. "Initiatives in Preparing English Teachers at a State Research University." National Council of Teachers of English, Washington, D. C., March 27, 1992. (competitively selected)
- Graves, M. F., & Slater, W. H. "Some Qualitative Assessments of Two Versions of a Passage from a High School History Textbook." American Educational Research Association, San Francisco, CA, March 28, 1989. (competitively selected)
- Slater, W. H. "Content Area Reading in the High School" Session Chair. National Reading Conference, Tucson, AZ, December 2, 1988. (invited)
- White, T., Slater, W. H., & Graves, M. F. "Yes/No Method of Vocabulary Assessment: Is It Valid for Young and/or Poor Readers?" National Reading Conference, Tucson, AZ, December 2, 1988. (competitively selected)
- Slater, W. H. "Teaching Context Clues for Learning Vocabulary." International Reading Association, Toronto, Ontario, Canada, May 5, 1988. (competitively selected)

- Redd-Boyd, T. M., & Slater, W. H. "The Effects of Audience Specification on Undergraduates' Attitudes, Strategies, and Writing." American Educational Research Association, New Orleans, LA, April 29, 1988. (competitively selected)
- Ryder, R. J., & Slater, W. H. "Three Metrics for Predicting Word Frequency." American Educational Research Association, New Orleans, LA, April 30, 1988. (competitively selected)
- Slater, W. H. "The Effects of Prewriting Questions on Twelfth-Graders' Persuasive Letters." National Reading Conference, St. Petersburg Beach, FL, December 3, 1987. (competitively selected)
- Graves, M. F., & Slater, W. H. "The Development of Reading Vocabularies in Children from Three Social, Economic, and Linguistic Settings: A Preliminary Report." American Educational Research Association, Washington, D. C., April 27, 1987. (competitively selected)
- Slater, W. H. "Current Developments in Comprehension Research." Critic. American Educational Research Association, Washington, D. C., April 29, 1987. (invited)
- Slater, W. H. "Expository Text Features Which Influence Comprehensibility" IRA-NRC Co-Sponsored Research Meeting. National Reading Conference, Austin, TX, December 3, 1986. (invited)
- Slater, W. H., Scott, S. C., Guthrie, J., & Kapinus, B. "The Effects of Audience-Specific Prewriting Questions on Sixth-Graders' Persuasive Letters." National Reading Conference, Austin, TX, December 3, 1986. (competitively selected)
- Slater, W. H. "Research on Expository Text: Implications for Teaching Reading Comprehension." International Reading Association Preconvention Institute: Teaching Comprehension: Descriptions, Demonstrations, and Discussions." Philadelphia, PA, April 13, 1986. (invited)
- Slater, W. H., & Graves, M. F. "Discourse Structure and College Freshmen's Recall and Production of Expository Text." American Educational Research Association, San Francisco, CA, April 23, 1986. (competitively selected)
- Slater, W. H. "Revising Inconsiderate Secondary School Expository Text: Effects on Comprehension and Recall." National Reading Conference, December 2, 1985, San Diego, CA. (competitively selected)

- Slater, W. H. "Reading Research Update." Appalachia Educational Laboratory: Research and Development Interpretation Service Turnkey Training Workshop, Washington, D. C., April 17, 1985. (invited)
- Slater, W. H. "Factors Influencing the Difficulty of Texts." National Geographic Society, Washington, D. C., May 11, 1985. (invited)
- Slater, W. H. "Improving the Comprehensibility of Expository Prose: A Comparison and Assessment of Revisions Made by Composition Instructors, Text Linguists, and Popular Magazine Editors." American Educational Research Association, Chicago, IL, April 29, 1985. (competitively selected)
- Slater, W. H. "Expository Text Features that Affect Comprehension." School of Education, The Catholic University of America, Washington, D. C., April 15, 1985. (invited).
- Slater, W. H. "Improving the Comprehensibility of Expository Prose: A Comparison and Assessment of Revisions Made by Composition Instructors, Text Linguists, and Popular Magazine Editors." National Reading Conference, St. Petersburg Beach, FL, November 28, 1984. (competitively selected)
- Slater, W. H. "Revising 'Inconsiderate' Elementary School Expository Text: Effects on Comprehension and Recall." National Reading Conference, St. Petersburg Beach, FL, November 29, 1984. (competitively selected)
- Slater, W. H., Graves, M. F., & Piché, G. L. "The Effects of Structural Organizers on Ninth Grade Students Comprehension and Recall of Four Patterns of Expository Prose." American Educational Research Association, New Orleans, LA, April 26, 1984. (competitively selected)
- Slater, W. H. "The Muse Didn't Promise to Visit Everyone: Invention, Direct Instruction, and Writing." National Council of Teachers of English, Denver, CO, November 22, 1983. (competitively selected)
- Graves, M. F., Ryder, R. J., Slater, W. H., & Calfee, R. C. "Analyzing Word Frequency Using Four Metrics." American Educational Research Association, Montreal, Que., Canada, April 17, 1983. (competitively selected)
- Slater, W. H., Graves, M. F., & Piché, G. L. "The Effects of Structural Organizers and Rhetorical Predicates on the Recall of Expository Text." National Reading Conference, Clearwater Beach, FL, December 4, 1982. (competitively selected)

- Slater, W. H., & Piché, G. L. "Predicting Expository Text Recall on the Basis of Hierarchical Text Analyses." International Reading Association, Chicago, IL, April 14, 1982. (competitively selected)
- Graves, M. F., Brunetti, G. J., & Slater, W. H. "Reading Vocabularies of Primary Grade Children of Varying Geographic and Social Backgrounds." National Reading Conference, Dallas, TX, December 2, 1981. (competitively selected)
- Graves, M. F., & Slater, W. H. "Some Measurements of the Depth of Children's Word Knowledge." National Reading Conference, San Diego, CA, December 6, 1980. (competitively selected)
- Slater, W. H., & Palmer, R. J. "Effects of Directions Describing Passage Structure and Signaling on Readers' Recall." International Reading Association, St. Louis, MO, May 11, 1980. (competitively selected)
- Slater, W. H., Palmer, R. J., & Graves, M. F. "Effects of Directions Describing Passage Structure, Signaling, and Elaboration on Readers' Recall." University of Wisconsin Linguistics Symposium, Milwaukee, WI, March 7, 1980. (competitively selected)
- Palmer, R. J., Slater, W. H., & Graves, M. F. "The Effects of Textual Schema, Passage Difficulty, and Reading Ability on the Comprehension of Ninth Grade Students." National Reading Conference, San Antonio, TX, December 4, 1979. (competitively selected)

Regional:

- Slater, W. H. "The Stases as a Reading and Writing Problem-Solving Strategy in a Wikispaces Environment." Northeast Modern Language Association (Northeast MLA), Boston, MA, March 22, 2013. (competitively selected)
- Slater, W. H. "Using the Stases as a Reading and Writing Problem-Solving Strategy with College Freshmen." Northeast Modern Language Association (Northeast MLA), Rochester, NY, March 16, 2012. (competitively selected)
- Slater, W. H. "The Effects of Cognitive Strategy Instruction on English Language Learners' Reading Comprehension." Department of Education, Columbia Union College, Takoma Park, Maryland, April 14, 2005. (invited)
- Slater, W. H. "The Why's and How's of Teaching Expository Passage Organization." Fifth Eastern Regional Conference of the International Reading Association, Baltimore, MD, December 15, 1984. (competitively selected)

Slater, W. H., & Palmer, R. J. "Factors that Influence Text Readability."
Northern Plains Regional International Reading Association Conference,
Minneapolis, MN, December 2, 1979. (competitively selected)

State:

Slater, W. H. "A Brief Update on Literacy Achievement in the United States: Reading and Writing." University of Baltimore, Faculty of Law, Baltimore, MD, November 14, 2013. (invited)

Slater, W. H. "What Research Tells Us About University Freshman Readers and Writers." Freshman English Program, Department of English, University of Maryland, College Park, Maryland. March 8, 2006.

Slater, W. H. "Constructs and Theories Grounding an English Language Arts Curriculum for the New Century." Montgomery County (Maryland) Public Schools. English Language Arts Specialists. Carver Educational Services Center. Rockville, Maryland. February 14, 2005.

Slater, W. H. "Expert Teachers Teaching Text Structure to Diverse Middle School and High School Readers." Howard County (Maryland) Public Schools. High School and Middle School Reading Faculty. Long Reach High School. Columbia, Maryland. August 30, 2002.

Slater, W. H. "Engaged Reading and Writing: Cognitive Strategies that Enhance Student Learning." Maryland Institute for Minority Achievement and Urban Education (MIMAUE). Ninth-Grade Faculty, Bladensburg High School, Prince George's County Public Schools, College Park, Maryland, August 14 – 16, 2002. (invited)

Slater, W. H. "Reading in the Content Areas: Critical Issues." Maryland Institute for Minority Achievement and Urban Education (MIMAUE). Bladensburg High School and William Wirt Middle School, Prince George's County Public Schools, Maryland, January 8 – 10, 2002. (invited)

Slater, W. H. "Reading in the Content Areas: Critical Issues." Maryland Institute for Minority Achievement and Urban Education (MIMAUE). Bladensburg High School and William Wirt Middle School, Prince George's County Public Schools, Maryland, November 1 and November 15, 2001. (invited)

Slater, W. H. "Engaged Reading and Writing: Cognitive Strategies that Enhance Student Learning." Maryland Institute for Minority Achievement and Urban Education (MIMAUE). Ninth-Grade Faculty, Bladensburg High School, Prince George's County Public Schools, College Park, Maryland, August 13 – 15, 2001. (invited)

- Slater, W. H. "Teachers' Strategic Use of Cognitive Strategy Instruction to Improve Students' Academic Performance." Montgomery Blair High School, Montgomery County Public Schools, Silver Spring, MD, February 7, 2001. (invited)
- Slater, W. H. "The Thinking Behind Scaffolding Reading Experiences." University of Maryland, Montgomery County Public Schools, Prince George's County Public Schools Secondary Professional Development Network (SPDSN). Hoyer Family Learning Center, Prince George's County Public Schools, November 16, 2000.
- Slater, W. H. "Implementing Theory Driven, Research Based Strategies and Best Practices by Secondary Education Interns: Linking Content Methods Course Content with Field Placement Expectations." University of Maryland, Montgomery County Public Schools, Prince George's County Public Schools Secondary Professional Development Network (SPDSN). Implementation meeting. Hoyer Family Learning Center, Prince George's County Public Schools September 28, 2000.
- Slater, W. H. "Theoretical and Research Support for the Systematic Study of Argumentation in the Schools." Maryland State Department of Education (MSDE), Baltimore, MD, February 3, 2000. (invited)
- Slater, W. H. "Engaging Students in Critical Thinking: Strategic Arguers Do It Better." Maryland Council of Teachers of English Language Arts, Baltimore, MD, October 22, 1999.
- Slater, W. H. "Re-inventing the English Teacher: Curricular Reform." Towson, MD, April 23, 1996.
- Slater, W. H. "Informing Reader Response: The Case for Literary Criticism." Maryland Council of Teachers of English Language Arts, Catonsville, MD, April 21, 1995.
- Slater, W. H. "Mass Media and the Teaching of Argumentation." Maryland Council of Teachers of English Language Arts, Timonium, MD, April 7, 1994.
- Slater, W. H. "Multicultural Perspectives on the Teaching of Literature." Maryland Council of Teachers of English Language Arts, Baltimore, MD, April 17, 1993.
- Slater, W. H. "Teaching Organization Strategies for Written Discourse." Albert Einstein High School (Montgomery County Public Schools), Kensington, MD, February 21, 1992. (invited faculty workshop)

- Slater, W. H. "Sentence Combining and Pattern Practice: Effective Strategies for Enhancing Syntactic Fluency in Writing." Albert Einstein High School (Montgomery County Public Schools), Kensington, MD, December 11, 1991. (invited faculty workshop)
- Slater, W. H. "Revision Strategies for Less Able Writers." Albert Einstein High School (Montgomery County Public Schools), Kensington, MD, November 17, 1991. (invited faculty workshop)
- Slater, W. H. "Constructing Arguments in Persuasive Discourse." Albert Einstein High School (Montgomery County Public Schools), Kensington, MD, October 11, 1991. (invited faculty workshop)
- Slater, W. H. "Prewriting: The Critical Stage in Expository Writing." Albert Einstein High School (Montgomery County Public Schools), Kensington, MD, September 9, 1991. (invited faculty workshop)
- Slater, W. H. "Critical Thinking: Writing as Problem Solving." T. C. Williams High School (Alexandria, VA Public Schools), Alexandria, VA, December 11, 1991. (invited faculty workshop)
- Slater, W. H., Horstman, F. R., & O'Ferrall, M. E. "Reciprocal Teaching and the Teaching of Literature." Maryland Council of Teachers of English Language Arts, Ocean City, MD, April 20, 1991. (competitively selected)
- Slater, W. H. "Rhetoric: The Art of Persuasion and the Reading of Literature." Carroll County Public Schools, Westminster, MD, November 29, 1988. (invited faculty workshop)
- Slater, W. H., Horstman, F. R., & Swann, C. G. "Teaching Expository Writing." Maryland Council of Teachers of English Language Arts, University of Maryland Baltimore County, Catonsville, MD, October 29, 1988. (competitively selected)
- Slater, W. H. "Critical Writing and Reading Across the Curriculum." The Queen Anne Episcopal School, Upper Marlboro, MD, August 25, 1988. (invited faculty workshop)
- Slater, W. H. "Could Textbooks be Better Written to Improve Students' Comprehension?" State of Maryland International Reading Association, Timonium, MD, March 13, 1987. (competitively selected)
- Slater, W. H., & Scott, S. B. "The Effects of Topic-Specific and Audience-Specific Prewriting Questions on Sixth-Graders' Persuasive Letters." State of Maryland International Reading Association, Germantown, MD, January 27, 1986. (competitively selected)

- Slater, W. H. "The Effects of Prewriting Questions on Students' Writing." Maryland Reading Institute, Ocean City, MD, October 4, 1985. (competitively selected)
- Slater, W. H., & Morris, P. L. "The Reading Vocabularies of First- through Fourth-Grade Students in a Rural Hawaiian, a Suburban Midwestern, and an Urban Middle Atlantic School." Pimlico Elementary School (PS 223), Baltimore City Public Schools, Baltimore, MD, September 2, 1985. (invited research report)
- Slater, W. H., Kapinus, B., Scott, S. B., & Redd-Boyd, T. M. "Prewriting Questions that Make a Difference." Maryland Reading Institute, Ocean City, MD, October 17, 1985. (competitively selected)
- Slater, W. H. "QUILL: A Microcomputer Writing Package for Elementary Schools." Laurel Elementary School, Laurel, MD, May 11, 1985. (invited faculty workshop)
- Slater, W. H. "Teaching Audience Adaptation Skills to Junior High School Students." Arundel Junior High School, Odenton, MD, May 7, 1984. (invited faculty workshop)
- Slater, W. H. "Teaching Prefixes to Improve Reading Comprehension." State of Maryland International Reading Association, Columbia, MD, May 11, 1984. (competitively selected)
- Slater, W. H., & Forsberg, K. "Literary Interests of High School Students." Mount St. Joseph High School, Baltimore, MD, April 5, 1984. (invited faculty workshop)
- Slater, W. H. "Learning from Text." Jessup State Prison, Jessup, MD, November 17, 1983. (invited staff workshop)
- Slater, W. H. "The Reader and Expository Text Structure." State of Maryland International Reading Association, Columbia, MD, May 20, 1983. (competitively selected)
- Slater, W. H. "Teaching Sentence Structure: Sentence Combining and Pattern Practice." Arundel Junior High School, Odenton, MD, April 23, 1983. (invited faculty workshop)
- Slater, W. H. "Answering Essay Questions." Arundel Senior High School, Odenton, MD, April 7, 1983. (invited faculty workshop)
- Slater, W. H. "Selecting Vocabulary to Teach in Content Area Classes." Maryland Reading Institute, Ocean City, MD, October 10, 1982. (competitively selected)

- Slater, W. H., Cooper, M. C., & Gaskill, G. "Teaching Invention Heuristics to High School Students." Minnesota Council of Teachers of English, Minneapolis, MN, May 10, 1978. (competitively selected)
- Slater, W. H. "Teaching Paragraph Structure to High School Students." Minnesota Council of Teachers of English, Rochester, MN, May 5, 1975. (competitively selected)
- Slater, W. H., & Hill, P. L. "Mass Literature: An Alternative for the Non-College Bound." Minnesota Council of Teachers of English, Mankato, MN, April 27, 1973. (competitively selected)

RESEARCH PROJECTS

Grant Awards:

Council on the Environment, University of Maryland, Earth Science Interdisciplinary Research Center

ScienceBEAT: An Innovative Educational Collaboration to Increase Understanding of Climate Change with Active Learning: University of Maryland and Prince George's County Public Schools, (Ronald Yaros, Wayne Slater, Ross Salawitch, Amir Sapkota, and Tim Canty, \$110,000), 2015 – 2017.

ESEA Title II: Maryland Higher Education Commission (MHEC): Improving Teacher Quality

Integrating Content Literacy (Reading and Writing), Special Education Knowledge and Applications, and the Common Core State Standards in Language Arts: A Joint University of Maryland and Prince George's County Public Schools Initiative, (Wayne H. Slater, PI, FY 2012, ITQ Phase 10, **\$120,200**), 2012 – 2013.

ESEA Title II: Maryland Higher Education Commission (MHEC): Improving Teacher Quality

Preparing Literacy Coaches for Low Achieving Middle and High Schools Phase 4: A Joint University of Maryland and Baltimore City Public Schools Initiative, (Wayne H. Slater, PI, ITQ-09-711, **\$160,329.00**), 2009 – 2010.

ESEA Title II: Maryland Higher Education Commission (MHEC): Improving Teacher Quality

Preparing Literacy Coaches for Low Achieving Middle and High Schools Phase 3: A Joint University of Maryland and Prince George's County Public Schools Initiative, (Wayne H. Slater, PI, ITQ-08-612, **\$165,933.00**), 2008 - 2009

ESEA Title II: Maryland Higher Education Commission (MHEC): Improving Teacher Quality

Preparing Literacy Coaches for Low Achieving Middle and High Schools Phase 2: A Joint University of Maryland, Montgomery County Public Schools, Prince George's County Public Schools Initiative, (Wayne H. Slater, PI, ITQ-07-514, **\$406,943.00**), 2006 – 2010.

ESEA Title II: Maryland Higher Education Commission (MHEC): Improving Teacher Quality

Preparing Literacy Coaches for Low Achieving Middle and High Schools: A Joint University of Maryland and Montgomery County Public Schools Initiative, (Wayne H. Slater, PI, ITQ-06-407, **\$101,463.00**), 2006 – 2008.

U. S. Department of Education

On-Line Reading Resources Grant, No. ED-00-PO-3756/EDOVAE-OO-00046, U. S. Department of Education, (Michael F. Graves, University of Minnesota, PI), \$4000, 2002-2003

University of Maryland

Maryland Institute for Minority Achievement and Urban Education (MIMAUE) (Martin L. Johnson, PI, University of Maryland), \$870,000, 2001-

Maryland State Department of Education

Title II Grant (with Richard Solomon): Implementing Cognitive Strategy Instruction in Secondary Education Program Field Placements in Professional Development School (PDS) Settings, 2000-2001.
(\$55,000)

Private Foundations

Project Einstein: Establishing Writing/Reading Centers in At-risk High Schools Using Personal Computer, 1991-1996.

The Bendix Field Engineering Corporation: Microcomputers: Writing and Reading, Howard County Public Schools, August, 1989. (\$60,000)

Graduate School

University of Maryland Graduate School (with Jean Dreher), The Maryland Conference on Literacy: Perspectives on Theory, Research, and Practice, September 1990.
(\$7000.00)

University of Maryland General Research Board Summer Research Award, The Graduate School, College Park Campus, December, 1983.
(\$3,500.00)

Division of Human and Community Resources

University of Maryland, Division of Human and Community Resources: Prewriting Questions, January, 1986.
(\$1,000.00)

University of Maryland, Division of Human and Community Resources: Revising Expository Text, December, 1984.
(\$200.00)

University of Maryland, Division of Human and Community Resources: Composition Research Project, December, 1982.
(\$300.00)

College of Education

University of Maryland, College of Education: Infusing Computer-Based Networking and Multi-Media Instructional Technology in EDCI's English Teacher Preparation Programs, April 1994.
(\$5000.00)

Center for Educational Research and Development (C.E.R.D.)

University of Maryland, Center for Educational Research and Development (with Jean Dreher): The Maryland Conference on Literacy: Perspectives on Theory, Research, and Practice, May, 1990.
(\$4000.00)

University of Maryland, Center for Educational Research and Development: Causal Relations and Reading Comprehension, May 1990.
(\$5000.00)

University of Maryland, Center for Educational Research and Development:
Prewriting Questions, May, 1987.
(\$3,500.00)

University of Maryland, Center for Educational Research and Development:
Computer-Assisted Writing Instruction, April, 1985.
(\$2,000.00)

University of Maryland, Center for Educational Research and Development:
Computers and Instruction, October, 1984.
(\$2,000.00)

Department of Curriculum and Instruction

University of Maryland, Department of Curriculum and Instruction:
September, 1998
(\$750.00)

University of Maryland, Department of Curriculum and Instruction:
November, 1996
(\$500.00)

University of Maryland, Department of Curriculum and Instruction:
November, 1995
(\$400.00)

University of Maryland, Department of Curriculum and Instruction:
November, 1994
(\$500.00)

University of Maryland, Department of Curriculum and Instruction:
Causal Relations in Reading Comprehension, November 1992.
(\$300.00)

University of Maryland, Department of Curriculum and Instruction:
Causal Relations in Reading Comprehension, November 1991.
(\$350.00)

University of Maryland, Department of Curriculum and Instruction:
Writing and Reading Research Studies, November, 1988.
(\$750.00)

University of Maryland, Department of Curriculum and Instruction:
Reading Vocabularies: Primary, October, 1986.
(\$600.00)

University of Maryland, Department of Curriculum and Instruction:
Reading Vocabularies: Secondary, November, 1985.
(\$600.00)

University of Maryland, Department of Curriculum and Instruction:
Testing Reading Vocabularies, March, 1985.
(\$600.00)

University of Maryland, Department of Curriculum and Instruction:
Teaching Reading Vocabulary, October, 1984.
(\$200.00)

University of Maryland, Department of Curriculum and Instruction:
Composition Research Project, March, 1983.
(\$600.00)

University of Maryland, Department of Curriculum and Instruction:
Vocabulary Study, March, 1982.
(\$200.00)

University of Minnesota, College of Education Research Grant:
Dissertation Award, 1981-1982.
(\$2,000.00)

Research in Progress:

Reading: reading comprehension with a focus on critical reading and problem solving

Writing: audience specification and argumentation; computer-mediated reading and writing instruction; prewriting strategies; and cognitive strategy instruction

PROFESSIONAL PUBLIC SERVICE

Consultancies:

2009- Reviewer, Allyn & Bacon, New York, NY

2009- Reviewer, Prentice-Hall, New York, NY

2013 - Folio Reviewer, Council for the Accreditation of Education Professionals (CAEP)

2009 - 2013	Folio Reviewer, National Council for the Accreditation of Teacher Education (NCATE)
2006 - 2010	Reviewer, University of Wisconsin System, Graduate School Proposals
2004 - 2010	National Museum of Language, Executive Secretary for the Executive Committee and Board of Directors
2003 - 2010	Consultant, SAGE Publications, Thousand Oaks, CA
2003 - 2005	International Reading Association, Focus Group, National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction
2001- 2010	National Museum of Language, Board of Directors
2000-present	Maryland State Department of Education, Baltimore, MD, Reviewer of Reviews: Program and Assessment
1994-present	Maryland State Department of Education, Baltimore, MD, Secondary English Content Team
1995-present	Consultant, Prentice-Hall, Columbus, OH
1995-present	Consultant, Allyn and Bacon, Boston, MA
1993-present	Consultant, Harcourt Brace Jovanovich, Chicago, IL
1991-1992	Consultant, Christopher-Gordon Publishers, Norwood, MA
1989-present	Consultant, Longman Publishing Company, New York, NY
1988-1993	Maryland State Department of Education, Baltimore, MD. Chair, Essentials Committee: English Language Arts/Reading: K-12.
1986-present	U. S. Department of Education (O.E.R.I.), Washington, D. C. Reviewer of research proposals.
1983-1986	Maryland State Department of Education, Baltimore, MD. Committee on State goals and objectives for English/Language Arts curricula.

- 1985 National Geographic Society, Washington, D. C.
Invited to present paper to editorial staff
titled "Factors Influencing the Difficulty of
Texts." Consulted with editors and reviewed
published materials.
- 1985-1986 Consultant, Harper & Row, Publishers, Inc., New York,
NY.
- 1982-1983 Consultant, Battelle Memorial Institute, Columbus, OH.
- 1980 Minnesota State Department of Education, St. Paul, MN.
Served on State curriculum guide committee for
English/Language Arts.

Organization Memberships:

- American Educational Research Association (AERA)
- American Psychological Association (APA)
- Literacy Research Association (IRA)
- Linguistics Society of America (LSA)
- National Conference on Research in English (NCRE)
- National Council of Teachers of English (NCTE)
- Maryland Council of Teachers of English Language Arts (MCTELA)
- Rhetoric Society of America (RSA)

Scholarly Activities:

- 2019 - Reviewer, TESOL Quarterly
- 2019 - Associate SIG Chair, American Educational Research
Association Special Interest Group (SIG):
Research in Reading and Literacy (elected)
- 2016 - 2019 Program Chair, American Educational Research
Association Special Interest Group (SIG):
Research in Reading and Literacy (elected)

- 2013 - Secretary/Treasurer, American Educational Research Association Special Interest Group (SIG): Research in Reading and Literacy (elected)
- 2011 - 2013 SIG Chair, American Educational Research Association Special Interest Group (SIG): Research in Reading and Literacy
- 2010 - Reviewer, National Council for Accreditation of Teacher Education (NCATE) now the Council for Accreditation of Educator Preparation (CAEP)
- 2011 - Chair, American Educational Research Association, Special Interest Group (SIG): Research in Reading and Literacy
- 2008 - 2011 Treasurer, American Educational Research Association, Special Interest Group (SIG): Research in Reading and Literacy
- 2006 - Reviewer, Review of Educational Research, American Educational Research Association
- 2004 - Chair, American Educational Research Association, Special Interest Group (SIG): Research in Reading and Literacy
- 2003 - Chair, American Educational Research Association, Special Interest Group (SIG): Basic Research in Reading and Literacy (elected)
- 2004 - Member, English Curriculum Council, Montgomery County Public Schools, Rockville, MD (appointed)
- 2001 - 2003 Vice Chair, American Educational Research Association, Special Interest Group (SIG): Basic Research in Reading and Literacy (elected)
- 2002 - Reviewer, Division B, Curriculum Studies, American Educational Research Association
- 2002 - Reviewer, Division C, Learning and Instruction, American Educational Research Association
- 2002 - Reviewer, Division K, Teacher Education, American Educational Research Association

- 2002 - Reviewer, SIG: Vocabulary, American Educational Research Association
- 2001 - Reviewer, SIG: Urban Learning, Teaching, and Research, American Educational Research Association
- 1997 - Reviewer, SIG: Basic Research in Reading, American Educational Research Association
- 2002 - Reviewer, *Early Childhood Education and Research*
- 2000 - Reviewer, *Urban Education*
- 2000 - Reviewer, *The Spencer Foundation*
- 2000 - Reviewer, *Educational Assessment*
- 1998 - Editorial Review Board, *National Reading Conference Yearbook*
- 1998 - Editorial Review Board, *Scientific Studies of Reading*
- 1997 - 2000 Chair (second term), American Educational Research Association, Special Interest Group (SIG): Basic Research in Reading and Literacy (elected)
- 1996 - Reviewer, *The Buros Institute of Mental Measurements*, University of Nebraska, Lincoln
- 1996 - 1997 Reviewer, *Early Childhood Education and Research*
- 1994 - 1997 Chair, American Educational Research Association, Special Interest Group (SIG): Basic Research in Reading and Literacy (elected)
- 1992 - 1993 Editor, American Educational Research Association, Special Interest Group (SIG) Newsletter: *Basic Research in Reading and Literacy*
- 1991 - present Reviewer, *Applied Cognitive Psychology*, manuscripts
- 1989 - present Reviewer, *American Educational Research Journal*, manuscripts
- 1989 - present Reviewer, *The Journal of Reading*, manuscripts

1987 - present	Reviewer, <i>Research in the Teaching of English</i> , manuscripts
1985 - present	Reviewer, American Educational Research Association, Special Interest Groups (SIGs): Instruction; Reading and Writing Research Proposals
1985 - present	Reviewer, National Council of Teachers of English, Research Proposals
1985 - present	Reviewer, International Reading Association, Research Proposals
1985 - present	Reviewer, National Reading Conference, Research Proposals
1983 - present	Guest Reviewer, <i>Reading Research Quarterly</i> , manuscripts
1983 - present	Member, Editorial Review Board, <i>Journal of Reading Behavior</i>
1979 - 1981	Reviewer, <i>Minnesota English Journal</i> , manuscripts
1978	Associate Chair, National Council of Teachers of English Pre-Convention Conference on Research in Composition, San Francisco, CA
1978 - 1979	President, Minnesota Council of Teachers of English
1976 - 1977	Vice President and Program Chair, Minnesota Council of Teachers of English
1975 - 1976	President, Phi Delta Kappa, Chapter 1137

UNIVERSITY SERVICE

University:

2019-	Member, Graduate School PCC Review Committee, Dean of the Graduate School
2017-	Member, Graduate School Council, Dean of the Graduate School
Fall 2017	Member, University Senate

- 2015 - Member, General Education Curriculum Board, History and Social Sciences, Associate Provost for Academic Affairs and Dean for Undergraduate Studies
- 2014 - Member, General Education Curriculum Board, Scholarship-in-Practice, Associate Provost for Academic Affairs and Dean for Undergraduate Studies
- 2011 - 2013 Member, University Writing Committee, Associate Provost for Academic Affairs and Dean for Undergraduate Studies
- 2010 - Member, Faculty Writing Board, Associate Provost for Academic Affairs and Dean for Undergraduate Studies
- 1991 - Member, Faculty Petition Board, Associate Provost for Academic Affairs and Dean for Undergraduate Studies
- 1999 - Member, Associate Provost and Dean for Undergraduate Studies, NCAA Scholarship Petition Board
- 2002 - 2004 Member, Vice President of Student Affairs, Alcohol and Drug Use Task Force
- 1999 - 2000 Member, Vice President of Academic Affairs and Provost, K – 16 Coordinating Committee
- 1997 - 1999 Member, Graduate Council Fellowship Committee
- 1997 - 1999 Member, Graduate Council Committee on Graduate Faculty
- 1994 - 1995 Member, Dean of Undergraduate Studies, Writing Across the Curriculum Committee
- 1993 - 1995 Chair, Graduate Studies and Research, Program, Courses, and Curricula Committee
- 1993 - 1995 Member, Graduate Studies and Research, Graduate Council
- 1993 - 1995 Member, University Faculty Senate, Technology in Instruction Committee

1992 - 1993	Member, Vice President of Academic Affairs and Provost, University Library Advisory Committee
1991 - 1992	Ex Officio Member, Vice President of Academic Affairs and Provost, APPAC University Holmes Committee
1988 - 1989	Member, Vice President of Academic Affairs and Provost, Search Committee for Director of the Office of Minority Student Affairs
1988 - 1989	Member, Dean for Undergraduate Studies, Search Committee for Director of Intensive Educational Development Program
1988 - 1989	Member, Vice President for Student Affairs, Orientation Self-Study Committee
1987 - 1988	Member, Subcommittee on English Language and Literature, University of Maryland, College Park, Holmes' Group Committee
1982-1984	Member, Assistant Vice Chancellor of Academic Affairs Committee on Individual Admit Students

College:

2014 - 2015	Chair, College of Education Senate
2013 - 2014	Chair-Elect and Member, College of Education Senate
2013- 2014	Member, College of Education Senate Steering Committee
2011-	Member, College of Education Senate
2004 - 2006	Member, College of Education, Dean's Office, Technology Committee
2002 - 2004	Co-Chair, College of Education, Dean's Office, National Council for Accreditation of Teacher Education (NCATE) Conceptual Framework Committee
2000 - 2001	Member, College of Education, Dean's Office, Redesign Committee (teacher education)
2000 - 2001	Member, College of Education, Dean's Office, Redesign Committee Executive Committee (teacher education)

2000 - 2001	Member, College of Education, Dean's Office, Redesign Committee, Structure Sub-committee (teacher education)
1998 - 1999	Member, Computer Committee
1995 - 1997	Member, Graduate Committee
1993 - 1995	Chair, College of Education, Dean's Office, National Council for Accreditation of Teacher Education (NCATE) Knowledge Base Committee
1993-present	Member, College Graduate Committee
1991-1993	Chair, College of Education Holmes Committee
1989-1990	Member, College of Education Excellence in Teaching Committee
1988-1989	Member-at-Large, College of Education Faculty Senate (former Planning and Advisory Council P.A.C.)
1986-1994	Member, Dean's Committee for Coordinating Holmes' Group Efforts
1986-1987	Liaison, Planning and Advisory Council (P.A.C.) Steering Committee, with the Undergraduate Committee
1986-1987	Member, Planning and Advisory Council (P.A.C.), Ad Hoc Committee on Faculty Three-Year Review
1985-1987	Member, Steering Committee, Planning and Advisory Council (P. A. C.), College of Education
1985-1988	Representative-at-Large, Planning and Advisory Council (P.A.C.), College of Education

Departmental:

2019-	Chair, Merit Pay Committee
2017-2018	Member, APT
2016-2017	Member, GREC
2015- 2016	Chair, GREC
2014-	TLPL Internal Review Committee

2013-	Ph.D. Degree Redesign Committee
2013-	Master's Degree Redesign Committee
2013-	Department Inquiry Course Design Committee
2013-	Member, TLPL, Clinical Professor Appointment and Promotion Committee
2012 -	Member of GREC
2012-	Coordinator, English Literacy Education Unit, TLPL
2012 - 2013	Mentor, Fulbright Distinguished Scholar-Teacher
2008 -	Member, TLPL GREL Committee
2007 – 2011	EDCI Institutional Review Board (IRB) Liaison with Campus Institutional Review Board (IRB)
2007 – 2008	EDCI Institutional Review Board (IRB) Reviewer
2006 - 2007	Chaired, Second Languages and Culture Search Committee
2002 - 2006	Coordinator, Secondary Education Group
2000 - 2006	Coordinator, English Education Unit
2000-2001	Member, Merit Pay Committee
2000 -2001	Member, Program Review Committee
1999 -	Faculty Liaison, Montgomery County / Prince George's County Professional Development School Coordinating Committee
1998 -	Department Executive Committee
1998 -	Coordinator, Secondary Education
1998-1999	Grievance Committee
1996-1997	Coordinator, Secondary Education
1996-1997	Department Executive Committee
1996	Member, English Education Search Committee

1995	Member, Promotion, Tenure, and Reappointment Committee (case preparation)
1994-present	Member, Graduate Committee
1993	Chair, Search Committee for positions in emergent literacy, reading, secondary English, secondary social studies, mathematics, science or teaching English to speakers of other languages
1992-1994	Chair, Department Graduate Committee
1991-1992	Member, Program Review Committee
1989-1990	Member, Promotion, Tenure, and Reappointment Committee
1989-1990	Chair, Department Faculty Assembly
1988-1989	Member, Search Committee for Early Childhood/ Elementary Science Education, Math Education, TESOL Education, or Computer Education Assistant Professor
1988-1989	Coordinator, Language Education Unit (former Language and Cultures Unit)
1988-present	Member, Ad Hoc Committee on Department Promotion and Tenure Policies
1987-1988	Chair, Search Committee for Early Childhood/Elementary Education Language Arts Assistant Professor
1986-present	Member, Holmes' Group Coordinating Committee
1986-present	Member, Department Executive Committee
1986-1988	Coordinator, Language and Cultures Unit
1985-1986	Non-voting member, Promotion and Tenure Committee
1984-1986	Member, Program Review Committee
1984-1985	Chair, Task Force on Undergraduate Selection, Advising, and Retention

1983-1984	Member, Search Committee for Foreign Language/TESOL Assistant Professor
1983-1984	Member, Search Committee for Assistant Curriculum Library Librarian
1983-1984	Leader, Team A, Elementary Education Methods Block
1983-present	Chair, English Education Undergraduate Program Revision Committee
1982-1987	Member, Language and Rhetoric Committee, Department of English
1982-1987	Coordinator, Basic Reading and Writing Program, English 001

INSTRUCTION AND ADVISING

Courses Taught:

Fall 1982	*ENGL 001 ENGL 281 EDSE 344/354	Basic Reading Standard English Grammar, Usage, and Diction Curriculum, Instruction, and Observation: English, Speech, Theater Methods
Spring 1983	ENGL 391 EDCI 443	Advanced Writing Literature for Children and Youth
Summer 1983	*EDCI 788V ENGL 393	Teaching Creative and Expository Writing Technical Writing
Fall 1983	*ENGL 001 *ENGL 393M EDCI 342A	Basic Reading Technical Writing: Medical Writing Elementary Education: Language Arts

Spring 1984	ENGL 281 ENGL 391 EDCI 342A *EDCI 488X	Standard English Grammar, Usage, and Diction Advanced Writing Elementary Education: Language Arts Literature for Adolescents
Fall 1984	ENGL 281 *ENGL 393M *ENGL 001 *EDCI 788S	Standard English Grammar, Usage, and Diction Technical Writing: Medical Writing Basic Reading Research in Writing
Spring 1985	ENGL 281 ENGL 393 *EDCI 467	Standard English Grammar, Usage, and Diction Technical Writing Teaching Writing
Summer 1985	EDCI 444/445 *EDCI 467 ENGL 391	Language Arts Teaching Writing Advanced Writing
Fall 1985	*ENGL 001 *ENGL 393M *EDCI 340 EDCI 440 EDCI 441 EDCI 447	Basic Reading Technical Writing: Medical Writing Curriculum, Instruction, and Observation: English, Speech, Theater Methods Student Teaching Seminar Student Teaching in Secondary Schools: English Field Experience in English, Speech, and Theater
Spring 1986	ENGL 393 EDCI 342A *EDCI 467	Technical Writing Elementary Education: Language Arts Teaching Writing
Summer 1986	*EDCI 467 ENGL 393	Teaching Writing Technical Writing
Fall 1986	ENGL 393 *ENGL 001 *EDCI 788S	Technical Writing Basic Reading Research in Writing

Spring 1987	*EDCI 466 *EDCI 467	Literature for Adolescents Teaching Writing
Summer 1987	ENGL 393 *ENED 534/951	Technical Writing Theory and Research in Written Communication (University of British Columbia, Vancouver, BC, CANADA)
Fall 1987	*ENGL 001 *EDCI 788W	Basic Reading and Writing Research in Writing
Spring 1988	*EDCI 466 *EDCI 467	Literature for Adolescents Teaching Writing
Summer 1988	SEED 5-322 SEED 5-404	Teaching Writing (University of Minnesota Twin Cities) Language, Culture, and Education (University of Minnesota Twin Cities)
Fall 1988	*EDCI 340 EDCI 440 EDCI 441 EDCI 447	Curriculum, Instruction, and Observation: English, Speech, Theater Methods Student Teaching Seminar Student Teaching in Secondary Schools: English Field Experience in English, Speech, and Theater
Spring 1989	*EDCI 467 *EDCI 488X	Teaching Writing Linguistics and Education
Summer 1989	*EDCI 488I *EDCI 467	Writing/Composing Difficulties and Their Remediation Teaching Writing
Fall 1989	*EDCI 340/446 EDCI 440 EDCI 441 EDCI 447 EDCI 685	Curriculum, Instruction, and Observation: English, Speech, Theater Methods Student Teaching Seminar Student Teaching in Secondary Schools: English Field Experience in English, Speech, and Theater Introductory Research Methods

Spring 1990	*EDCI 467 EDCI 440 EDCI 441	Teaching Writing Student Teaching Seminar Student Teaching in Secondary Schools: English
Summer 1990	*EDCI 788	Teaching Writing
Fall 1990	Sabbatical	University of Minnesota
Spring 1991	*EDCI 465 EDCI 441	Language, Culture, and Education Student Teaching in Secondary Schools: English
Summer 1991	*EDCI 466	Literature for Adolescents
Fall 1991	*EDCI 340/446 EDCI 440 EDCI 441 EDCI 447 EDCI 685	Curriculum, Instruction, and Observation: English, Speech, Theater Methods Student Teaching Seminar Student Teaching in Secondary Schools: English Field Experience in English, Speech, and Theater Introductory Research Methods
Spring 1992	EDCI 440 EDCI 441 *EDCI 467	Student Teaching Seminar Student Teaching in Secondary Schools: English Teaching Writing
Summer 1992	*EDCI 466 EDCI 788U	Literature for Adolescents Instructional Implications of Cognitive Science
Fall 1992	*EDCI 340/446 EDCI 440 EDCI 441 EDCI 447 *EDCI 467	Curriculum, Instruction, and Observation: English, Speech, Theater Methods Student Teaching Seminar Student Teaching in Secondary Schools: English Field Experience in English, Speech, and Theater Teaching Writing

Spring 1993	*EDCI 340/446	Curriculum, Instruction, and Observation: English, Speech, Theater Methods
	EDCI 440	Student Teaching Seminar
	EDCI 441	Student Teaching in Secondary Schools: English
	EDCI 685	Introductory Research Methods
Summer 1993	*EDCI 466	Literature for Adolescents
	EDCI 788U	Instructional Implications of Cognitive Science
Fall 1993	*EDCI 340/446	Curriculum, Instruction, and Observation: English, Speech, Theater Methods
	EDCI 440	Student Teaching Seminar
	EDCI 441	Student Teaching in Secondary Schools: English
	EDCI 447	Field Experience in English, Speech, and Theater
	*EDCI 467	Teaching Writing
Spring 1994	*EDCI 340/446	Curriculum, Instruction, and Observation: English, Speech, Theater Methods
	EDCI 440	Student Teaching Seminar
	EDCI 441	Student Teaching in Secondary Schools: English
	EDCI 447	Field Experience in English, Speech, and Theater
	EDCI 685	Introductory Research Methods
	*EDCI 788	Theory and Research in Literacy
Summer 1994	SEED/ELED 610	The Language of Advertising (University of Minnesota)
	EDCI 788U	Instructional Implications of Cognitive Science
Fall 1994	*EDCI 340/446	Curriculum, Instruction, and Observation: English, Speech, Theater Methods
	EDCI 440	Student Teaching Seminar
	EDCI 441	Student Teaching in Secondary Schools: English
	EDCI 447	Field Experience in English, Speech, and Theater
	*EDCI 467	Teaching Writing

Spring 1995	*EDCI 340/446 EDCI 440 EDCI 441 EDCI 685	Curriculum, Instruction, and Observation: English, Speech, Theater Methods Student Teaching Seminar Student Teaching in Secondary Schools: English Introductory Research Methods
Summer 1995	*EDCI 788 EDCI 788U	Linguistics and Education Instructional Implications of Cognitive Science
Fall 1995	*EDCI 340/446 EDCI 440 EDCI 441 EDCI 447 *EDCI 467	Curriculum, Instruction, and Observation: English, Speech, Theater Methods Student Teaching Seminar Student Teaching in Secondary Schools: English Field Experience in English, Speech, and Theater Teaching Writing
Spring 1996	*EDCI 340/446 EDCI 440 EDCI 441 EDCI 685	Curriculum, Instruction, and Observation: English, Speech, Theater Methods Student Teaching Seminar Student Teaching in Secondary Schools: English Introductory Research Methods
Summer 1996	EDCI 788U (Section 0201) EDCI 788U (Section 0202)	Instructional Implications of Cognitive Science Instructional Implications of Cognitive Science
Fall 1996	*EDCI 467 *EDCI 745	Teaching Writing Theory and Research in Written Communication
Spring 1997	*EDCI 467 *EDCI 740	Teaching Writing Theory and Research in English Education
Summer 1997	*EDCI 466 EDCI 788U	Literature for Adolescents Instructional Implications of Cognitive Science

Fall 1997	Sabbatical	
Spring 1998	*EDCI 467 *EDCI 640 *EDCI 788	Teaching Writing Trends in Secondary School Curriculum: English Theory and Research in Written Communication
Summer 1998	EDCI 788U	Instructional Implications of Cognitive Science
Fall 1998	*EDCI 467 *EDCI 673	Teaching Writing Assessing, Diagnosing, and Teaching Writing
Spring 1999	EDCI 390 EDCI 788U	Principles and Methods in Secondary Education Cognitive Bases for Instruction
Summer 1999	EDCI 788U	Instructional Implications of Cognitive Science
Fall 1999	*EDCI 467 *EDCI 640	Teaching Writing Trends in Secondary School Curriculum: English
Spring 2000	*EDCI 740 *EDCI 465 EDCI 880	Theory and Research in English Education Language, Culture, and Education Doctoral Proposal Seminar
Summer 2000	EDCI 788U	Instructional Implications of Cognitive Science
Fall 2000	EDCI 390 *EDCI 467	Principles and Methods in Secondary Education Teaching Writing
Spring 2001	EDCI 788U EDCI 880	Instructional Implications of Cognitive Science Doctoral Proposal Seminar

Summer 2001	*EDCI 763	Reading, Cognition, and Instruction: Reading in the Content Areas I Section 0201
	*EDCI 763	Reading, Cognition, and Instruction: Reading in the Content Areas I Section 0202
Fall 2001	*EDCI 467	Teaching Writing
	EDCI 685	Introductory Research Methods
	EDCI 440	Student Teaching Seminar
	EDCI 441	Student Teaching in Secondary Schools: English
Spring 2002	*EDCI 640	Trends in Secondary School Curriculum: English
	EDCI 880	Doctoral Proposal Seminar
	*EDCI 788x	Reading and Writing Across the Content Areas. Maryland Institute for Minority Achievement and Urban Education (MIMAUE)
Summer 2002	*EDCI 763	Reading, Cognition, and Instruction: Reading in the Content Areas I Section 0201
	*EDCI 763	Reading, Cognition, and Instruction: Reading in the Content Areas I Section 0202
	*EDCI 745	Theory and Research in Written Communication
Fall 2002	*EDCI 467	Teaching Writing
	*EDCI 745	Theory and Research in Written Communication
	EDCI 440	Student Teaching Seminar
	EDCI 441	Student Teaching in Secondary Schools: English
Spring 2003	EDCI 880	Doctoral Proposal Seminar
	EDCI 440	Student Teaching Seminar
	EDCI 441	Student Teaching in Secondary Schools: English

Summer 2003	*EDCI 763	Reading, Cognition, and Instruction: Reading in the Content Areas I Section 0201
	*EDCI 763	Reading, Cognition, and Instruction: Reading in the Content Areas I Section 0202
Fall 2003	*EDCI 467 EDCI 685 EDCI 440 EDCI 441	Teaching Writing Introductory Research Methods Student Teaching Seminar Student Teaching in Secondary Schools: English
Spring 2004	*EDCI 417 EDCI 880 EDCI 440 EDCI 441	Bases for English Language Instruction Doctoral Proposal Seminar Student Teaching Seminar Student Teaching in Secondary Schools: English
Summer 2004	EDCI 661 *EDCI 673	Content Area Reading Assessing, Diagnosing, and Teaching Writing
Fall 2004	*EDCI 467 EDCI 763 EDCI 440 EDCI 441	Teaching Writing Reading, Cognition, and Instruction: Reading in the Content Areas I Student Teaching Seminar Student Teaching in Secondary Schools: English
Spring 2005	*EDCI 673 EDCI 880 EDCI 440 EDCI 441	Assessing, Diagnosing, and Teaching Writing Doctoral Proposal Seminar Student Teaching Seminar Student Teaching in Secondary Schools: English
Summer 2005	EDCI 661 *EDCI 673	Content Area Reading Assessing, Diagnosing, and Teaching Writing
Fall 2005	*EDCI 467 *EDCI 763	Teaching Writing Reading, Cognition, and Instruction: Reading in the Content Areas I

Spring 2006	*EDCI 673 EDCI 880	Assessing, Diagnosing, and Teaching Writing Doctoral Proposal Seminar
Summer 2006	EDCI 661 *EDCI 763	Content Area Reading Reading, Cognition, and Instruction for Literacy Coaches (MCPS Cohort 1)
Fall 2007	*EDCI 467 *EDCI 763 *EDCI 417	Teaching Writing Reading, Cognition, and Instruction: Reading in the Content Areas I Bases for English Language Instruction (one-half of this class)
Winter 2007	EDCI 463	Content Area Reading
Spring 2007		Sabbatical
Summer 2007	*EDCI 763 *EDCI 763	Reading, Cognition, and Instruction for Literacy Coaches (MCPS Cohort2) Reading, Cognition, and Instruction for Literacy Coaches (PGCPS Cohort 1)
Fall 2007	*EDCI 467 *EDCI 673	Teaching Writing Assessing, Diagnosing, and Teaching Writing for Literacy Coaches (MCPS Cohort 1)
Winter 2008	EDCI 463	Reading in the Secondary School
Spring 2008	*EDCI 673	Assessing, Diagnosing, and Teaching Writing
Summer 2008	*EDCI 763 *EDCI 763	Reading, Cognition, and Instruction for Literacy Coaches (MCPS Cohort 3) Reading, Cognition, and Instruction for Literacy Coaches (PGCPS Cohort 2)
Fall 2008	*EDCI 467 *EDCI 673	Teaching Writing Assessing, Diagnosing, and Teaching Writing for Literacy Coaches (MCPS Cohort 1)

Winter 2009	EDCI 463	Reading in the Secondary School
Spring 2009	*EDCI 673	Assessing, Diagnosing, and Teaching Writing (PGCPS Cohort 2)
	*EDCI 673	Assessing, Diagnosing, and Teaching Writing (BCPS City Schools Cohort 2)
Summer 2009	*EDCI 662	Diagnosing and Assessing Reading (BCPS City Schools Cohort 1)
Fall 2009	*EDCI 673	Assessing, Diagnosing, and Teaching Writing for Literacy Coaches (MCPS Cohort 3)
	*EDCI 673	Assessing, Diagnosing, and Teaching Writing for Literacy Coaches (BCPS City Schools Cohort 1)
Winter 2010	EDCI 463	Reading in the Secondary School
Spring 2010	*EDCI 788M	Coaching and Mentoring Teachers (BCPS City Schools Cohort 1)
Fall 2010	*EDCI 467	Teaching Writing
	*EDCI 798	Special Problems in Teacher Education
Winter 2011	*EDCI 463	Reading in the Secondary School
Spring 2011	EDCI 685	Introductory Research Methods
	*EDCI 798	Special Problems in Teacher Education
Summer, 2011	EDCI 661	Content Area Reading
Fall 2011	*EDCI 467	Teaching Writing
	*EDCI 740	Theory and Research in English Education
Winter 2012	*EDCI 463	Reading in the Secondary School
Spring 2012	EDCI 685	Research Methods

Summer, 2012	EDCI 661 EDCI 662	Content Area Reading Diagnostic Assessment of Reading (Title II (MHEC ITQ) Grant: PGCPS)
Fall 2012	*EDCI 467 *EDCI 788X	Teaching Writing Literacy, Special Education, and the <i>Common Core State Standards</i> (Title II (MHEC ITQ) Grant: PGCPS)
Winter 2013	*EDCI 463	Reading in the Secondary School
Spring 2013	EDCI 685 EDCI 646	Research Methods Coaching and Mentoring Teachers: Literacy Across Content Areas
Summer 2013	*EDCI 661	Content Area Reading
Fall 2013	*EDCI 467 *EDCI 640 EDCI 698	Teaching Writing Trends in Secondary School Curriculum: English Conducting Research on Teaching
Winter 2014	EDCI 463	Reading in the Secondary School
Spring 2014	EDCI 685 EDCI 698	Research Methods Conducting Research on Teaching
Summer 2014	EDCI 661	Content Area Reading
Fall 2014	*EDCI 288W *EDCI 467 *EDCI 640 EDCI 698	Forbidden Books: Censorship of Children's and Young Adult Literature (approved General Education I-Series course) Teaching Writing Trends in Secondary School Curriculum: English Conducting Research on Teaching
Winter 2015	*EDCI 463	Reading in the Secondary School
Spring 2015	*EDCI 685 EDCI 698	Research Methods Conducting Research on Teaching
Summer 2015	*EDCI 661	Content Area Reading

Fall 2015	*EDCI 288W *EDCI 467 *EDCI 640	Forbidden Books: Censorship of Children's and Young Adult Literature (approved General Education I-Series course) Teaching Writing Trends in Secondary School Curriculum: English
Winter 2016	*EDCI 463	Reading in the Secondary School
Spring 2016	*EDPS 788T	Special Topics in Education Policy and Administration: Core II
Summer 2016	*EDCI 685	Research Methods
Fall 2016	*EDCI 288W *EDCI 467 *EDCI 698	Forbidden Books: Censorship of Children's and Young Adult Literature (approved General Education I-Series course) Teaching Writing Conducting Research on Teaching
Winter 2017	*EDCI 463	Reading in the Secondary School
Spring 2017	*EDCI 685 *EDCI 698	Research Methods Conducting Research on Teaching
Summer 2017	*EDCI 685	Research Methods
Fall 2017	*EDCI 288W *EDCI 467	Forbidden Books: Censorship of Children's and Young Adult Literature (approved General Education I-Series course) Teaching Writing
Winter 2018	*EDCI 463	Reading in the Secondary School
Spring 2018	*EDCI 685 *EDCI 673	Research Methods Assessing, Diagnosing, and Teaching Writing
Summer 2018	*TLPL 691	Research Methods

Fall 2018	*TLPL 288W	Forbidden Books: Censorship of Children's and Young Adult Literature (approved General Education I-Series course)
	*TLPL 456	Teaching Writing
Winter 2019	*TLPL 462	Reading in the Secondary School
Spring 2019	*TLPL 636	Trends in Secondary School Curriculum: English
	*TLPL 691	Research Methods
Summer 2019	*TLPL 691	Research Methods
Fall 2019	*TLPL 288W	Forbidden Books: Censorship of Children's and Young Adult Literature (approved General Education I-Series course)
	*TLPL 456	Teaching Writing
Winter 2020	*TLPL 462	Reading in the Secondary School
Spring 2020	*TLPL 640	Assessing, Diagnosing, and Teaching Writing
	*TLPL 691	Research Methods
Summer 2020	*TLPL 691	Research Methods
Fall 2020	*TLPL 288W	Forbidden Books: Censorship of Children's and Young Adult Literature (approved General Education I-Series course)
	*TLPL 456	Teaching Writing
	*TLPL 691	Research Methods (off campus)
Winter 2021	*TLPL 462	Reading in the Secondary School
Spring 2021	*TLPL 691	Research Methods

* Original course developed by the instructor

Undergraduate Advising:

Advise, on average, 10 undergraduate students per semester.

Graduate Advising:

Current Master's Advisees:

Amy Barnett
Lauren Black
Susan Clayton
Chelsea Logan
Eunice Yu

Master's Theses and Papers Submitted in lieu of Thesis:

1982-1984	Mary Ellen Beaty (advised) (degree completed)
1982-1985	Carol Schwartz (advised) (degree completed)
1982-1985	Amy Warner (advised) (degree completed)
1985-1988	Debbie Prince (advised) (degree completed)
1985-1988	Terry McKay (advised) (degree completed)
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Doctoral Dissertation National Awards:

2000 - 2001 Lena M. Ampadu, Ph.D.

The National Council of Teachers of English (NCTE) Promising New Researcher Award and Fellowship was granted to Dr. Ampadu based on the quality of her dissertation research and awarded at the Annual Meeting of the National Council of Teachers of English, Milwaukee, Wisconsin.

Fellowship Mentor: George Hillocks, University of Chicago

Dissertation Title: The Effects of Instruction in the Imitation of Repetition on College Students' Persuasive Writing Style

Doctoral Dissertations Advised and Completed:

- 1986 Sherry B. Scott, EDCI, Ph.D.
Title: The Effects of Topic-Specific and Audience-Specific Prewriting Questions on Tenth-Graders' Persuasive Letters
- 1987 Teresa M. Redd-Boyd, EDCI, Ph.D.
Title: The Effects of Audience Specification on the Quality of Undergraduate Writing
- 1988 Sharon P. Brown, EDCI, Ed.D.
Title: The Effects of a Story Organizer on the Quality of Fourth-Graders' Narrative Writing
- 1989 Franklin R. Horstman, EDCI, Ph.D.
Title: The Effects of Instruction in Sentence Combining and Revision on Ninth Graders' Explanatory Writing
- 1992 Shirley M. Thompson, EDCI, Ed.D.
Title: The Effects of Peer Collaboration on Community College Freshmen's Writing, Socialization, and Attitudes
- 1992 William G. Wise, EDCI, Ed.D.
Title: The Effects of Revision Instruction on Eighth Graders' Persuasive Writing
- 1993 Mary Elinor Cabbage, EDCI, Ed.D.
Title: The Effects of Explicit Instruction in Argumentation on Community College Freshmen's Persuasive Writing

- 1997 William Mark Lynch, EDCI, Ph.D.
Title: An Investigation of Writing Strategies Used By High Ability Seventh Graders Responding to a State-Mandated Explanatory Writing Assessment Task
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Title: An Investigation of the Declarative and Procedural Knowledge Used by Expert Middle School Writing Teachers in the Teaching of Prewriting
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Title: Primary-Grade Teachers’ Strategic Use of American Sign Language in Teaching English Literacy in a Bilingual School Setting
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- 1999 Margaret E. Pfaff, EDCI, Ed.D.
Title: The Effects on Teacher Efficacy of School Based Collaborative Activities Structured as Professional Study Groups
- 1999 Robyn R. Jackson, EDCI, Ph.D.
Title: An Investigation of the Audience Strategies Used By Two High-Ability Twelfth Graders Responding to a Teacher-Prepared Persuasive Writing Prompt
- 1999 Lena M. Ampadu, EDCI, Ph.D.
Title: The Effects of Instruction in the Imitation of Repetition on College Students’ Persuasive Writing Style

- 2000 Thomas P. Sherwood, EDCI, Ed.D.
Title: The Effects of Order of Service in Reading Recovery on Student Performance
- 2001 James L. Berry, Jr., EDCI, Ph.D.
Title: The Effects of Content Knowledge on the Organization and Supporting Detail in High School Students' Expository Writing
- 2001 Kathleen M. Wallis, EDCI, Ed.D.
Title: The Effects of an Early Literacy Intervention Program on the Reading Achievement of Less-Proficient First Grade Students
- 2002 Jacquelyn G. Graham, EDCI, Ph.D.
Title: Sex Differences in the Persuasive Writing of University Students Enrolled in an Introductory Composition Class
- 2002 Susan J. Getty, EDCI, Ed.D.
Title: Parents' Perceptions of School Readiness and Their Relationship to Their Kindergarten Children's Performance on Readiness Indicators
- 2005 Leisa G. Standish, EDCI, Ph.D.
Title: The Effects of Collaborative Strategic Reading on the Persuasive Writing of Sixth-Grade Students
- 2006 Ya-Chin Tsai, EDCI, Ph.D.
Title: The Effects of Asynchronous Peer Review on University Students' Argumentative Writing

- 2007 Jennifer A. Beach, EDCI, Ph.D.
Title: The Effects of Ninth Grade Honors Students' Strategic, Analytical Readings of Persuasive Text Models on the Quality of Their Persuasive Writing
- 2008 Jordan T. Schugar, EDCI, Ph.D.
Title: Metaphor Instruction in One English Teacher's Classroom: His Understandings, Instructional Practices, and Attitudes
- 2009 Thomas E. McHugh, EDCI, Ph.D.
Title: The Effects of Metaphor and Blending Theory-Centered Instruction on Secondary English Students' Ability to Analyze Shakespearean Sonnets
- 2010 Cynthia A. Becker, EDCI, Ph.D.
Title: An Analysis of the Quality and Quantity of Parent/Child Reading Utterances While Reading Different Genres
- 2014 Adam H. Wilson, TLPL, Ph.D.
Title: Transforming Knowledge: The Effects of Direct Instruction in the Toulmin Model of Argument on the Problem-Solving Strategies of Four Sixth-Grade Writers
- 2017 Lisa M. Swan, TLPL, Ph.D.
Title: Student Experiences of Writing Conferences in a Blended First Year Composition Course: A Case Study
- 2021 Jamar J. Perry, TLPL, Ph.D.
Title: The Intersections of Masculinity, Gender, and Racism: Exploring the Lived Experiences and Interactions of Black Male Graduate Students Attending a Primarily White Institution