

## CURRICULUM VITAE

### **George Hillocks, Jr.**

Professor, Emeritus

Department of English Language and Literature and Department of Education  
The University of Chicago

- Education:** Ph.D. in English, Case-Western Reserve University, Cleveland, Ohio, 1970  
Harvard University, Graduate School of Education, summer, 1961  
Diploma in English Studies, University of Edinburgh, Scotland, 1959  
M.A. in English, Case Western Reserve University, 1958  
B.A. in English, College of Wooster, Wooster, Ohio, 1956
- Dissertation:** The Synthesis of Art and Ethic in *Tom Jones*

### **Honors and Awards**

To be awarded April, 2009. Fellow, American Educational Research Association  
November, 2008. The Richard Meade Award for distinguished research in English education for  
the book *Narrative Writing: Learning a New Model for Teaching*.  
2004 Distinguished Service Award from the National Council of Teachers of English, presented  
November 2004  
Outstanding Academic Work Award from Choice for *The Testing Trap*, 2003  
Elected to National Academy of Education, 2000  
Listed in *Who's Who in the World*, 2001 edition  
Listed in *Who's Who in America*, 2002- 2009 editions  
Listed in *Who's Who in American Education*, 2007 edition  
Fellow, Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA, 2000-2001  
Thomas R. Watson Visiting Distinguished Professor of Rhetoric and Composition, Spring  
Semester, 2000, University of Louisville  
President, National Council for Research on Language and Literacy, 2000-2001  
Elected vice-president of National Conference on Research in Language and Literacy, 1999  
David H. Russell Award from NCTE for Distinguished Research in the Teaching of English for  
the book, *Teaching Writing as Reflective Practice*, 1997  
Elected Fellow, National Conference on Research in English (now NCRL), 1987  
National Education Association Pacemaker Award for Euclid Central English Curriculum, 1965  
Tuition Scholarship, Harvard University, Summer 1961  
Pomerene Scholarship, College of Wooster, 1952-56

### **Experience**

Professor, Departments of Education and English Language and Literature, University of  
Chicago, 1985-2003  
Director, MAT Program in English, Department of Education, University of Chicago, 1971-2002  
Member, Special Field of Curriculum and Instruction, Department of Education, University of  
Chicago, 1977-1992

Member, Special Field of Educational Psychology, Department of Education, University of Chicago, 1987-1992  
 Chair, Special Field of Curriculum and Instruction, Department of Education, 1980-86  
 Associate Professor, Department of English Language and Literature, University of Chicago, 1980-85  
 Associate Professor, Department of Education, University of Chicago, 1974-85  
 Assistant Professor, Department of Education, University of Chicago, 1971-74  
 Assistant Professor, Department of English, Bowling Green State University, 1970-71  
 Director of Freshman English Programs, Bowling Green State University, 1969-71  
 Field Reader and Consultant, Bureau of Cooperative Research, USOE, 1965-69  
 Director, NDEA English Institute, Bowling Green State University, 1967 and 1968  
 Instructor, Department of English, Bowling Green State University, 1965-70  
 Associate Director, NDEA English Institute, San Fernando Valley State College, Los Angeles, California, Summers of 1965 and 1966  
 Co-Director, USOE sponsored Constructing Achievement Tests in a Summer Workshop for Partial Evaluation of a Project English Demonstration Center, Western Reserve University, 1964  
 Director, USOE, Cooperative Research Project D-067 (Project English Demonstration Center), 1963-65  
 Lecturer in Education (English Methods), Western Reserve University, 1964-65  
 Instructor in Education and Consultant, University of Nebraska Curriculum Development Center, Summers of 1962 and 1963  
 Consultant, University of Nebraska Curriculum Workshop, August 1961  
 Instructor in English (part-time), Fenn College, Cleveland, Ohio, September 1960-June 1961  
 Teacher and English Department Chair, grades 7, 8, and 9, Euclid (Ohio) Board of Education, September 1959-June 1965  
 English Teacher, grades 7-10, and 12, Euclid (Ohio) Board of Education, Sept. 1956-June 1958.

## Publications

### Books

- Hillocks, G. (2007). *Narrative writing: Learning a new model for teaching*. Portsmouth, NH: Heinemann.
- Hillocks, G.. (2002). *The testing trap: How state writing assessments control learning*. New York: Teachers College Press.
- Hillocks, G.. (1999). *Ways of thinking, ways of teaching*. New York: Teachers College Press.
- Hillocks, G.. (1995). *Teaching writing as reflective practice*. New York: Teachers College Press.
- Hillocks, G.. (1986). *Research on written composition: New directions for teaching*. Urbana: ERIC and National Conference for Research in English.
- Hillocks, G. (1972). *Alternatives in English: A critical analysis of elective programs*. Urbana, IN: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English.
- Hillocks, G., McCabe, B., & McCampbell, J. F. (1970). *The dynamics of English instruction*. New York: Random House, 1971. [Senior author with primary responsibility for Chapters 1, 4, 5, 7, 8, 9, 10, 12, 13, 14, 15; shared responsibility for Introduction and Chapters 3, 11, and 19.]

## Monographs

- Hillocks, G., Smith, W. L., et al. (1986). *Class size and English in the secondary school*. Urbana: NCTE and ERIC.
- Hillocks, G. (1975). *Observing and writing*. Urbana: ERIC and NCTE.
- Hillocks, G. (1971). *An evaluation of Project Apex: A nongraded phase-elective English program*. Trenton (Michigan) Public Schools, [Study conducted and published under the auspices of USOE].
- Hillocks, G., Kinnick, B. J., et al. (1966). *The school literary magazine*. Champaign: National Council of Teachers of English.
- Hillocks, G. (1965). *Cooperative research project no. D-067: A comprehensive program in English for the 7th, 8th, and 9th grades*. United States Office of Education.

## Edited Collections

- Hillocks, G. (1982). (Ed.). *The English curriculum under fire: What are the real basics?* Urbana, IL: National Council of Teachers of English.
- Hillocks, G. (Ed.) (1974). *Cutlass and rapier: A collection of satire*. Reprinted as *The last laugh*. New York: Scholastic Book Services.
- Hillocks, G. & Shugrue, M. (Eds.). (1965). *Classroom practices in teaching English*, Champaign: National Council of Teachers of English.
- Hillocks, G. & McCampbell, J.F. (Eds.). (1965). *Talks on the teaching of English*. Euclid, Ohio: Project English Demonstration Center. Distributed by NCTE.
- Hillocks, G. & McCampbell, J. F. (Eds.). (1964). *An introduction to a curriculum*. Euclid, Ohio: Project English Demonstration Center.
- Hillocks, G. & Shugrue, M. (Eds.). (1964). *Patterns and models for teaching English*. Champaign: National Council of Teachers of English.

## Articles and Chapters

- Hillocks, G. (in press). A Response to Peter Smagorinsky: Some Practices and Approaches Are Clearly Better than Others and We Had Better Not Ignore the Differences. *English Journal*.
- Hillocks, G. (2008) Writing in secondary education. In Bazerman, C. (Ed.), *The handbook of writing research*. Mahwah, NJ: Erlbaum.
- Hillocks, G., Smith, M. W. & Cheville, J. (2006) "I guess I'd better watch my English": Grammars and the teaching of the English language arts. In MacArthur, C. A., Graham, S. & Fitzgerald, J. (Eds.) *Handbook of Writing Research* (pp. 263-274). New York: Guilford Press.
- Hillocks, G.. (2005) What I have tried to teach my students. In McCann, T., Johannessen, L. R., Kahn, E., Smagorinsky, P., & Smith, M.W. (Eds.). *Reflective teaching, reflective learning* (pp.xi-xxii). Portsmouth, NH: Heinemann.
- Hillocks, G. (2005). The focus on form vs. content in teaching writing. *Research in the Teaching of English*, 40, 238-248.

- Hillocks, G. (2005). Writing in middle and high schools. In Smagorinsky, P. (Ed.) *Research on Written Composition, 1983-2003*. New York: Teachers College Press.
- Hillocks, G. (2005). Qualitative versus quantitative research: A false dichotomy? In Beach, R., Green, J.L., Kamil, M. L. & Shanahan, T (Eds.). *Multidisciplinary perspectives on literacy research* (2nd ed., pp. 33-46). Cresskill, NJ: Hampton Press.
- Hillocks, G. (2003). Grammars and literacy learning. In Flood, J., Lapp, D., Squire, J. R. & Jensen, J. (Eds.). *Handbook of research on teaching the language arts* (2nd ed. , pp.721-737). Mahwah, NJ: Erlbaum.
- Hillocks, G. (2003). Fighting back: Assessing the assessments. *English Journal*, 92, (4), 63-70.
- Hillocks, G. (2003). How state writing assessments lead to vacuous thinking and writing. *Journal of Writing Assessment 1* (1), 5-21.
- Hillocks, G. (2002). Rhetoric in classrooms: Prospects for the twenty-first century. In Williams, J. D. (Ed.) *Visions and re-visions: Continuity and change in rhetoric and composition* (pp.219-246). Carbondale, IL: Southern Illinois University Press.
- Hillocks, G. (Spring, 2001). President Bush's plan for improving education hinges on testing. [President's Message]. *Newsletter of The National Conference on Research in Language and Literacy*, 1, 3, and 5.
- Hillocks, G. (Fall, 2000). How Bush's standards dumb down the curriculum in Texas [President's Message]. *Newsletter of the National Conference on Research in Language and Literacy*, 1 and 3-4.
- Hillocks, G. (1994). Environmental teaching. In Purves, A. (Ed.). *Encyclopedia of English studies language arts* (pp. 444-445). Urbana, IL: National Council of Teachers of English and Scholastic.
- Hillocks, G. (1993). Interpreting and counting: Objectivity in discourse analysis. In Smagorinsky, P. (Ed.). *Speaking about writing: Reflections on research methodology* (pp. 185-204). Newbury Park, CA: Sage.
- Hillocks, G. (1993). Environments for active learning. In Odell, L. (Ed.). *Practice in the teaching of writing: Rethinking the discipline* (pp. 244-270). Carbondale, IL: Southern Illinois University Press.
- Hillocks, G. & Anderson, E. (1992). Grammar. In *Encyclopedia of Educational Research*. New York: Macmillan.
- Hillocks, G. (1992). Reconciling the qualitative and quantitative. In Beach, R. , Green, J.L., Kamil, M. L. & Shanahan, T (Eds.). *Multidisciplinary perspectives on literacy research*. Urbana, IL: National Conference on Research in English.
- Hillocks, G. & Smith, M. W. (1991). Grammar and usage. In Squire, J. R. & Jensen, J.(Eds.). *Handbook of research in teaching the language arts* (pp. 593-604). New York: Macmillan.
- Hillocks, G. (1991). The knowledge necessary to teach writing effectively. In Mary Kennedy (Ed.). *Competing visions of teacher knowledge: Proceedings from an NCRTE seminar for education policy makers*. Conference Series 89-1. East Lansing, MI .
- Hillocks, G. (1990). Teaching, reflecting, researching. In Max Morenberg and Donald A. Daiker, eds., *The writing teacher as researcher: Essays in the theory and practice of class based research*. Portsmouth, NH: Heinemann, Boynton/Cook.

- Hillocks, G. (1989). Literary texts in classrooms. In Jackson, P. W. & Haroutunian-Gordon, S. (Eds.). *From Socrates to software: The teacher as text and the text as teacher*. (pp. 135-158). 88th Yearbook of the National Society for the Study of Education. Chicago: The University of Chicago Press.
- Hillocks, G. & Smith, M. W. (1989). What inquiring minds need to know. *English Journal*, 97, 58-63. Hillocks, G.. & Smith, M. W. (1988). Sensible sequencing: Developing knowledge about literature text by text. *English Journal*, 96, 44-49.
- Hillocks, G. (1989). The need for interdisciplinary studies on the teaching of writing. In Davis, J & Marshall, J. D. (Eds.). *Ways of knowing: Research and practice in the teaching of writing*. (pp. 57-72). Iowa City: Iowa Council of Teachers of English. Reprinted in *Rhetoric Review*, 7, 257-72.
- Hillocks, G. (1988). A response to the commentators. In Stotsky, S. Hayes, J. R. & Purves, A. C. Research on written composition: A response to the Hillocks report. *Research in the Teaching of English*, 22 (1), 108-16.
- Hillocks, G. (1987). Synthesis of research on teaching writing. *Educational Leadership*, 44, 71-82. Reprinted in (1989). Brandt, R. S. (Ed.). *Readings on research from Educational Leadership* (pp. 243-252). Washington, D.C.: Association for Supervision and Curriculum Development .
- Hillocks, G. (1986). The writer's knowledge: Theory, research, and implications for practice. In Bartholomae, D. & Petrosky, A. (Eds.). *The teaching of writing*. 85th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 71-94.
- Hillocks, G. & Ludlow, L. (1986). Psychometric considerations in the analysis of reading skill hierarchies. *Journal of Experimental Education*, 15-21.
- Hillocks, G. (1984) What works in teaching composition: A Meta-analysis of experimental treatment studies, *American Journal of Education*, 93, , 133-70.
- Hillocks, G.. & Ludlow, L. (1984). A taxonomy of skills in reading and interpreting fiction. *American Educational Research Journal*, 21, 7-24.
- Hillocks, G., Kahn, E. A. & Johannessen, L.(1983) Teaching defining strategies as a mode of inquiry: Some effects on student writing, *Research in the Teaching of English*, 17, 275-84.
- Hillocks, G. (1983) A Comment on inquiry and composing: George Hillocks responds," *College English*,45, 605-08.
- Hillocks, G. (1982) Inquiry and the composing process: Theory and research," *College English*, 44, 659-73.
- Hillocks, G. (1982). English programs under fire. In Hillocks, G., Jr., (Ed.). *The English curriculum under fire: What are the real basics?* (1-10). Urbana, Il: National Council of Teachers of English.
- Hillocks, G. (1982). How to get the most of time spent marking compositions, *English Journal*, 90, 80-83.
- Hillocks, G. (1982). The interaction of instruction, teacher comment, and revision in teaching the composing process. *Research in the Teaching of English*, 16, 261-78.
- Hillocks, G. (1981). The responses of college freshmen to three modes of instruction, *American Journal of Education*, 89, 373-95.
- Hillocks, G. (1980). Research you can do yourself, *English Journal*, 69, November , 79-83.

- Hillocks, G. (1980). Toward a hierarchy of skills in the interpretation of literature, *English Journal*, 69, March , 54-59.
- Hillocks, G. (1980). A response to Applebee's defense of the development of writing abilities. *Research in the Teaching of English*, 14, 91-94.
- Hillocks, G. (1979) Another review of *The development of writing abilities (11-18)*. *Research in the Teaching of English*, 13, 284-88.
- Hillocks, G. (1979) The Effects of Observational Activities on Student Writing. *Research in the Teaching of English*, 13, 23-35.
- Hillocks, G. & Kachur. F. A. (1979). Shells, coins, matches, cinnamon: tools (and blueprints) for better writing. *Learning*, February 48-53.
- Hillocks, G. (1978). Books and bombs: Ideological conflict and the schools--A case study of the Kanawha County book protest," *School Review*, 86, 632-54.
- Hillocks, G. (1976). In defense of electives," *English Journal*, 65, 7.
- Hillocks, G. (1975). Reading, natural learning and the interpretation of literature, *Theory into Practice*, 14 (3), 156-65.
- Hillocks, G. (1974). The English teacher as curriculum maker. *English Education*, 5, 238-48.
- Hillocks, G. (1973) Satire-response and creation: A paradigm for English curricula," *Arizona English Bulletin*, 16, October , 1-8. Reprinted in (1976). *The Summer Journal of the British Columbia English Teachers' Association*, 16, 48-54.
- Hillocks, G. (1973), Making the choices, part two of a two-part discussion of alternatives in English. National Association of Secondary School Principals, *Curriculum Report*, 2 (5), 1-8.
- Hillocks, G. (1973). Speaking of choices, part one of a two-part discussion of alternatives in English. National Association of Secondary School Principals, *Curriculum Report*, 2 (4), 1-12.
- Hillocks, G. (1972). Old college formulas for new high school English programs. *Bulletin of the Association of Departments of English*, 35, 58-63.
- Hillocks, G. (1967). The art of noble hypocrisy: Discovery in the classroom. In Rogers, C. (Ed.) *Euclid in Retrospect: 1967 Conference Bulletin* (pp. 23-35). Euclid, OH: Euclid Central Demonstration Center. (ED 017 497).
- Hillocks, G. (1965) Biographical introduction and study aids. In Dostoyevsky, F. *Crime and Punishment*. (pp. v-xiv and 555-62). Chicago: Harper and Row.
- Hillocks, G. (1964). Approaches to meaning: A basis for a curriculum in literature," *English Journal*, 53, 413-21. Reprinted in Josephs, L. & Steinberg, E. R. (Eds.), *English Education Today*. New York: Noble and Noble, 1970. Also reprinted in *Selected Academic Readings*. New York: Simon and Schuster, 1971.
- Hillocks, G. (1964). The theme concept unit in literature. In Shugrue, M. and Hillocks, G., Jr. (Eds.). *Patterns and models for teaching English (17-25)*. Champaign: NCTE.
- Hillocks, G. (1964). Analysis of some syntactic patterns in ninth grade themes. *Journal of Educational Research*, 55, 417-20.
- Hillocks, G. (1964). Literature and composition for average students in grades seven to nine. *Bulletin of the National Association of Secondary School Principals*, 48, February , 62-75.
- Hillocks, G. (1964) Values of student publications. In McCampbell, J. F. (Ed.). *English writing: Approaches to composition* (pp. 23-26). Euclid, OH: Project English Demonstration Center (ED 017 496).

- Hillocks, G. (1964) Teaching syntax. In McCampbell, J.F. (Ed.), *The English language: The linguistic approach* (pp. 22-30). Euclid, OH: Project English Demonstration Center (ED 017 495).
- Hillocks, G. (1964). Remedial classes and the total English program. In McCampbell, J.F. (Ed.). *Reading and Writing: The Remedial Program* (pp. 1-13). Euclid, OH: Project English Demonstration Center (ED 017 494).
- Hillocks, G. (1964) A Unit on the mythical hero. In McCampbell, J.F. (Ed.). *Approaches to literature: A curriculum for honors students* ( pp. 22-27). Euclid, OH: Project English Demonstration Center (ED 017 493).
- Hillocks, G. (1964). A curriculum in composition and literature for junior high honors English. In McCampbell, J. F. (Ed.). *Approaches to Literature: A Curriculum for Honors Students* (pp 1-7). Euclid, Ohio: Project English Demonstration Center, (ED 017 493).
- Hillocks, G. (1961) Satire in the junior high," *English Journal*, 50, May 338-40.

### **Curriculum Materials**

- Satire, A Scholastic literature unit.* New York: Scholastic Book Services, 1974. Includes:  
*Cutlass and Rapier: A Collection of Satire.* Reprinted as *The last laugh.* New York: Scholastic Book Services, 1974.  
*Satire: Student log.*  
*A teacher's guide to teaching satire.*
- The English Language: The Linguistic Approach.* Euclid, Ohio: Project English Demonstration Center, 1964 (ED 017 495).
- Reading and Writing: The Remedial Program.* Euclid, Ohio: Project English Demonstration Center, 1964 (ED 017 494).
- Approaches to Literature: A Curriculum for Honor Students.* Euclid, Ohio: Project English Demonstration Center, 1964 (ED 017 493).
- Concepts of Man: A Curriculum for Average Students.* Euclid, Ohio: Project English Demonstration Center, 1964 (ED 017 492).
- Structure and Teaching: Building the English Curriculum.* Euclid, Ohio: Project English Demonstration Center, 1964 (ED 017 491).

### **Work in Progress**

Article on "The effects of classroom practice on student achievement in writing." This study examines approaches to teaching writing in 30 sixth, seventh, and eighth grade classes. Each class was observed for six hours over a three month period and pre- and post-tests of writing were administered and scored. Each observed class session was divided into episodes marked by change in materials, activity, or objective. The episodes were also coded for function: instruction, assessment, management, or diversion. Episodes of instruction and assessment were further coded as focusing on declarative or procedural knowledge. Episodes of instruction were coded for content (literature, vocabulary, grammar, and composition) and for more specific composition knowledge: drafting, revising, using or learning a rubric, and so forth. Percentages of time for each classroom on each category and sub-category were calculated and regressed against the

mean writing gain/loss scores for each classroom. The results of the preliminary regression analysis to evaluate the impact of instructional episodes are quite surprising. Sixteen variables derived from the coding account for 65 to 85% of the variance in the mean gain /loss scores. This study indicates that what teachers do in classrooms is heavily responsible for the learning of their students. Moreover, it establishes that researchers can take a finer-grained look into teachers' classrooms than analyses of what exemplary practitioners do. This preliminary study demonstrates the promise of using episodes as a means of analyzing what teachers do in classrooms and how that affects learning.

Book on teaching argument with special focus on urban secondary schools.. This book will be based on several years of work in such classrooms with my University of Chicago MAT students and on work I did in 2006 with a ninth grade class in a Chicago school to collect data and writing samples. The book will be based on a combination of theories from Toulmin's *Uses of Argument* and Aristotle's *Rhetoric*. It will begin with a statement of the need to teach critical thinking in schools and include a variety of activities for teaching arguments of fact, judgment, and policy so that students learn to support claims with evidence and warrants, to provide backing for warrants , to qualify claims, and to predict objections to claims and offer rebuttals for the objections. This has been a long term project begun in 1996. My MAT students at the University of Chicago and I have developed and tested a number of activities for teaching the use of these concepts. I presently have a contract with Heinemann for this book, and as of August 1, 2008 I have completed approximately 95,000 words of the 85,000 expected, which means I have to cut 10,000. I am in the process of cutting and editing. I expect to complete the first draft by the end of September, 2008.

### **Professional Associations**

National Academy of Education  
American Educational Research Association  
Assembly for Research, NCTE  
Conference on College Composition and Communication  
Conference on English Education  
National Conference on Research in Language and Literacy  
National Council of Teachers of English

### **Professional Service**

#### **Editorial Board Memberships**

*Research in the Teaching of English*, 2002-  
*Journal of Assessing Writing*, 2002-  
*Research in the Teaching of English*, 1992-1997  
*Center for the Study of Writing*, 1989-1994  
*The Reading and Writing Quarterly*, 1989- 1999  
*College Composition and Communication*, 1987-1991  
*Journal of Basic Writing*, 1985-1994  
*Written Communication Annual*, 1985-1993

### **National Council of Teachers of English**

Mentor in NCTE Program for Developing New Voices of Color in Research, 2001-2004.  
Member, Standing Committee on Research, 1996-1999  
Chair, Standing Committee on Research, 1990-92  
Member, Standing Committee on Research 1987-89  
Chair, Assembly for Research, 1989  
Program Chair, Assembly for Research, Workshop on "Studying Classroom Interactions,"  
Baltimore, November 1989  
Program Chair, Assembly for Research, Midwinter Conference on "Research on Teaching  
and Learning Literacy: Issues for the 1990's", Chicago, 1988  
Task force on Class Size, 1984-86  
Co-Chair, Committee on Teacher as Researcher 1977-80  
Secondary Section Steering Committee, 1976-79  
Pre-registration Chair, National Convention, Cleveland, 1964  
Co-Chair, Committee on Promising Practices, 1964 and 1965  
Committee on High School Literary Magazines, 1961-63

**National Center for Research on Teacher Education** (Michigan State University) National  
Advisory Board, 1987-1991

**Modern Language Association** Delegate Assembly, 1975-77

Reader for Center for the Teaching and Learning of Literature, 1989-2000

### **Grants**

1963-65	Project English Demonstration Center, Western Reserve University and Euclid Central Junior High School \$ 98,200
1964	U.S. Office of Education grant for constructing achievement tests \$27,366
1967	NDEA Institute for English, Bowling Green State University \$69,307
1968	NDEA Institute for English, Bowling Green State University \$69,313
1968-71	Subcontract to evaluate Phase-Elective English Program at Trenton High School, Michigan (Grant to Trenton Schools from U.S. Office of Education)
1975-76	Spencer Seed Grant to study book protests in Kanawha County, W. Va. \$2,474
1980-82	Spencer Foundation Grant for research on written composition \$37,500
1985	NIE, Planning Grant for The National Center for the Study of Writing \$15,000
1986-88	Spencer Seed Grant to study argument \$3,000
1986-89	Ford Foundation, Teaching Writing in Community Colleges \$185,621
1986-90	Benton Center, Acquisition of Knowledge for Writing \$65,685
1992-94	Benton Center, Toward a Theoretical Model of Teacher Knowledge \$12,000
1992-94	National Council of Teachers of English, Toward a Theoretical Model of Thinking about Teaching Writing \$8,000
1995-98	Spencer Foundation, How State Assessments Influence Curricular Content and Classroom Practice: The Case of Writing \$278,000
2002-2004	Renaissance Learning, Inc. The Effectiveness of the Accelerated Writer Program: A Qualitative and Quantitative Analysis. \$215,000

## **Lectures, Workshops, and Consultancies, 1997- Present**

- November 21, 2008. Conforming to and breaking with NCTE standards for the teaching of writing. Richard Meade Award talk. Annual meeting of the National Council of Teachers of English.
- November 22, 2008. High Stakes writing assessment and the K-12 classroom: Where are we now? Annual meeting of the National Council of Teachers of English.
- November 22, 2008. CEL High tea with George Hilllocks, Talk: CEL as the agent for change in the teaching of English.
- July 15-18, 2008. series of three three-hour workshops on teaching argument or narrative at various Writing Project sites in CA: University of California at Irvine, Riverside, and Santa Barbara.
- March 2008. Consultant to Measured Progress, Inc. for evaluating 1600 reading test items.
- July 16-20, 2007. series of five three-hour workshops on teaching argument or narrative at various Writing Project sites in CA: University of California at Irvine, Riverside, Santa Barbara, Santa Cruz, and California State University at Los Angeles.
- March 2007. Consultant to Measured Progress, Inc. for evaluating 1500 reading test items.
- January 25-27, 2007. Three-day workshop for Colorado teachers on teaching argument. Sponsored by the Public Education and Business Coalition, Denver, CO.
- November 1, 2006. Speaker for English department at New Trier High School, Winnetka IL. "Form vs. Content in the Teaching of Writing."
- October 17-18, 2006. Consultant on English education program planning at Michigan State University. Paper on "The Knowledge Necessary to Teach English and its Development."
- August 15-16, 2006. Consultant to research project on "Learning to write argument through hypertext." University of Amsterdam, Amsterdam, NL.
- July 10-20, 2006. Series of three-hour workshops on teaching argument at various Writing Project sites in CA: University of California at Irvine, Riverside, San Diego, Los Angeles, Santa Barbara, Santa Cruz, Davis, Berkeley, and State Universities at Los Angeles, Fresno, and Merced.
- January 23, 2006. Workshop on the purposes of assessment and the development of department assessments in reading. English Department, Downers Grove High School, Downers Grove, IL.
- November, 2006. Consultant to Measured Progress, Inc. for evaluating 1500 test items.
- October 27-31, 2005. Four-day workshop on teaching written argument. Denver Public Schools. Sponsored by the Public Education and Business Coalition, Denver CO.
- July 11-19, 2005 Series of three-hour workshops on teaching argument and testing at various Writing Project sites in CA: University of California at Irvine, Riverside, Los Angeles, Santa Barbara, Berkeley, and State Universities at Los Angeles, Fresno, and Chico.
- May 4, 2005. Workshop on the impact of testing on teaching writing for Elementary Education Program at University of Chicago. IL.
- February 5, 2005. Talk: "The Focus on Form in Teaching Writing in American Schools." Conference on Research on Composition. University of California at Santa Barbara.
- November 20, 2004. Talk: "Research on Teaching Writing in Secondary Schools, 1983-2003." Annual Meeting of the National Council of Teachers of English, Indianapolis, IN.
- March 31, 2004. Workshop on teaching argument. Kelvyn Park High School. Chicago, IL.

January 29, 2004. Workshop on teaching argument. Kelvyn Park High School. Chicago, IL.

January 13, 2004. Invited keynote address: "Inquiry and the Teaching of Writing." Workshop: "Designing New Teaching Materials and Activities for Inquiry and Writing." New Jersey Writing Project. Rutgers University.

November 22, 2003. Talk: "The Negative Effects of Test-Driven Schooling." Annual Meeting of the National Council of Teachers of English, San Francisco, CA.

November 22, 2003. Talk: "The Evidence for Inquiry in Narrative Writing." Annual Meeting of The National Council of Teachers of English, San Francisco, CA.

November 14, 2003. Invited keynote address: "Re-conceptualizing Writing Curricula: What We Know and Can Use." Conference on Re-conceptualizing Writing, 5-16. University of Leeds, Leeds, UK.

October 27, 2003. Workshop on teaching argument. Kelvyn Park High School. Chicago, IL

October 17, 2003. Invited keynote address: "Learning to Teach English: A Love Story." Annual Meeting of the Illinois Association of Teachers of English. Oakbrook, IL.

June 4, 2003. Lecture and demonstration with a class of tenth graders for 45 spectators. "Using Scenarios Dealing with Controversial Issues to Generate Class Discussion." English and Social Studies Departments, Curie High School, Chicago, IL.

May 13, 2003. Workshop on teaching argument. Kelvyn Park High School. Chicago, IL.

May 1, 2003. Workshop on teaching argument in English and social studies. English and Social Studies Departments, Curie High School. Chicago. IL.

April 24, 2003. Workshop on teaching argument. Kelvyn Park High School. Chicago, IL.

April 22, 2003. Poster Session: "The Testing Trap." Annual Meeting of the American Educational Research Association. Chicago. IL.

April 21, 2003. Talk: "An Evaluation of the CELA Research." Annual Meeting of the American Educational Research Association. Chicago. IL.

February 10, 2003. Workshop on teaching argument. Kelvyn Park High School. Chicago, IL.

January 15, 2003. Workshop on teaching argument. Kelvyn Park High School. Chicago, IL.

December 17, 2002. Workshop on teaching argument. Kelvyn Park High School. Chicago, IL.

November 25, 2002. Talk: "A Model for the Preparation of Teachers of English." Meeting of the Conference on English Education. Atlanta, GA.

November 22, 2002. Talk: "Fighting back: Assessing the Assessments." Annual Meeting of the National Council of Teachers of English, Atlanta, GA.

November 4, 2002. Workshop on teaching argument. Kelvyn Park High school, Chicago, IL.

September 13, 2002. Invited keynote address: "Confronting State Assessments of Writing." Meeting of the Iowa Association of College of Teacher Education.

August 22-23, 2002. Three day-long workshops: "Teaching Writing to Minority Students in Urban Schools." DePaul University, Chicago, IL.

July 22, 2002. Talk: "An introduction to Teaching Argument in Secondary Schools." New Jersey Writing Project. Newark, NJ.

February 2, 2002. Day-long Workshop for High School Teachers: "Teaching Argumentative Writing Effectively." Jefferson Township (KY) Public Schools.

February 1, 2002. Invited talk: "Why the Kentucky Writing Assessment is Exemplary." Kentucky Writing Project, Louisville, KY.

- August 1, 2001. Invited Featured Speaker, Fourth International Conference for Global Conversations on Language and Literacy, August 1, 2001. Utrecht, Netherlands. "Substance Matters: Teaching Argument as Inquiry."
- March 15, 2001. Invited Featured Speaker, Conference on College Composition and Communication, Denver, CO. "Epistemology, Attitude toward Students, and Change in Classroom Activities: A Study of Community College Teachers of Writing."
- February 10, 2001. Invited Keynote Speaker for the New Jersey Writing Project, Rutgers University. "Dealing with Standards for Writing: Accentuate the Positive, Eliminate the Negative."
- February 9, 2001. Invited Keynote Speaker for the Annual Meeting of the Kentucky Council of Teachers of English, Louisville KY. "The Power of Kentucky's Writing Portfolio Assessment."
- November 20, 2000. NCTE Annual Meeting, Milwaukee, WI. Proposed and directed Workshop: "Substance Matters: How to Teach Arguments of Inquiry and Negotiation."
- November 19, 2000. Paper invited by the Commission on Composition of the National Council of Teachers of English, NCTE Annual Meeting, Milwaukee, WI. "State Writing Assessments and How They Control Curriculum and Instruction."
- May 12, 2000. The University of Chicago conference, "Making Students Matter: Strategies for Classroom Discussion" Paper "The Dialectics of Inquiry and the Construction of Knowledge."
- March 23, 2000. The Thomas R. Watson Public Lecture, The University of Louisville, Louisville, KY, "Why Kentucky Portfolios Work: A Contrastive Study of Writing Assessments."
- February 26, 2000. NCTE Assembly for Research Conference, Seattle, WA. "Learning How to Teach English: The Master of Arts in Teaching English Program at the University of Chicago."
- February 9 and 10, 2000. Conduct faculty seminar, The College of Wooster, Wooster, Ohio. "The Nature and Teaching of Argument across the Disciplines."
- March 27, 1999. Conference on College Composition and Communication, Annual Convention, Atlanta. "Taking Notice of a Neglected Method: The Effectiveness of Simulation Games."
- November 20, 1999. National Council of Teachers of English Annual Convention, Denver, CO. Organized symposium on "The Contrasting Impact of Writing on Demand and Portfolios in State Mandatory Writing Assessments." Presented paper, "Writing on Demand Assessments and the Problem of Writer Knowledge."
- November 20, 1999.. National Council of Teachers of English Annual Convention, Denver, CO. Invited Paper, "Skill Development and Conceptual Learning in Schools Serving Student Populations Living in Poverty: Research on Teaching Narrative Writing."
- June 17-19, 1999. Organized and directed the conference at the University of Chicago entitled "The English Teacher as Curriculum Maker in the Face of Reform." The conference attracted approximately 150 registrants and featured eight major speakers and 48 concurrent sessions.
- June 17, 1999. Paper, "Environments for Active Learning" at the conference "The English Teacher as Curriculum Maker in the Face of Reform."

- March 4, 1999. Illinois State University. Invited lecture: "How State Writing Tests Affect the Teaching of Writing." Invited seminar based on book, *Ways of Thinking, Ways of Teaching* (see Books).
- January 8, 1999. Invited keynote address for conference on Assessment and Innovation in English Teaching, sponsored by Texas A & M University at Corpus Christi: "The Impact of Writing Assessment: Meeting the Challenge of TAAS."
- November 20, 1998. National Council of Teachers of English, Annual Convention, Nashville, TN. Organized panel: "Impact of State Mandatory Writing Assessments on Policy and Practice in Schools Serving Student Populations of Low and High SES." Paper: "The Impact on Theory and Practice of Teaching Writing in Low and High SES Schools."
- October 23, 1999. Illinois Association of Teachers of English Fall Convention, Bloomington, IL. Invited keynote address: "The Impact of State Testing on School Writing Programs." Invited workshop: "Working for Success on IGAP Writing: Teaching Argument."
- August 6, 1999. Featured Speaker, International Conference entitled "Global Conversations on Literacy," University of Bordeaux, Bordeaux, France. "The Impact of Mandatory Writing Assessments on Rhetoric in the Classroom Experience of Students."
- April 15, 1998. American Educational Research Association Annual Meeting, San Diego. organized Panel: "Impact of State Mandatory Writing Assessments on Policy and Practice in Schools Serving Low and High SES Students." paper "Impact on Theory and Practice in Low and High SES Schools."
- June 5 and 6, 1997. Workshop on Academic Writing: Argument (sponsored by the United States Information Agency and the United States Information Service, Yangon, Myanmar [formerly Burma], attended by thirty-five college students and observed by 10 teachers of English).
- May 29-May 31, 1997. Seminar on the Teaching of Literature, 1997 (sponsored by National Institute of Education and the Ministry of Education, Singapore)  
 Papers:  
     "Reading and Writing about Literature"  
     "Macro- and Micro-structures in the Literature Curriculum"  
     "What Is an American Curriculum in English?"  
 Workshops:  
     "A Hierarchy of Interpretive Skills"  
     Special Interest Group, May 30, 1997  
 Panel participation:  
     Panel, Closing Plenary Session, Literature for the Future
- March 26, 1997. American Educational Research Association Annual Meeting. Organized symposium on The Impact of State Mandatory Writing Assessments on Teacher Knowledge. Paper: "The Impact of State Writing Assessments on Teacher Knowledge and Practice."
- March 27, 1997. American Educational Research Association Annual Meeting. Paper: "How State Mandatory Writing Assessments Simplify Writing Instruction in Texas and Illinois."
- February 27, 1997. University of Delaware, Invited Paper, "Developing Environments for Teaching Writing," and consulting with various faculty groups.
- February 12, 1997. Benedictine College. Invited paper and workshop, "Meeting the IGAP Challenge in Teaching Narrative Writing."