

Brian Huot

Education

Ph.D. Indiana University of Pennsylvania (1988)
M.A. Murray State University (1980)
B.A. Concordia University (1976)

Employment

Kent State University, Department of English
(2004- -- present)
Writing Program Coordinator
Professor

University of Louisville, Department of English
(1990 – 2004)
Professor (Associate Professor 1994; Full Professor 1999 - 2004)
Director of Composition (1996-2004)
Writing Across the Curriculum Coordinator (1990-95)
Member of graduate faculty (1990 to present)

Indiana University-Purdue University at Indianapolis, English Department
(1989 to 1990)
Assistant Professor
Director of the University's Writing Placement Program.
Member of Indiana University graduate faculty

Syracuse University, The Writing Program.
(1988 to 1989)
Assistant Professor
Member of graduate faculty

University of Northern Iowa, Center for Academic Achievement.
(1986 – 1988)
Writing Specialist
Director of Writing Center that provided peer tutoring and faculty support for the University's Writing Across the Curriculum Program.

Lane College
(1980 to 1986)
Director and Founder, Writing Lab
Instructor of English

Awards, Grants and Fellowships

2002 Distinguished Book Award from *Computers and Composition: An International Journal of Teachers of Writing* for *Teaching Writing with Computers: An Introduction*. Edited with Pamela Takayoshi.

Distinguished Teaching Award. College of Arts and Science, University of Louisville, 2001-2002.

National Council of Teachers of English Research Grant 2000 (with Sandra Murphy and Peggy O'Neill).

Visiting Scholar, Millikin Institute on Rhetoric and Composition, 1999 & 2000.

Keynote Speaker for Missouri Consortium on Writing Assessment, 1997.

Keynote Speaker for Tidewater Community College Symposium on Teaching and Assessing Writing, 1997.

Plenary Speaker Research Network Conference on College Composition and Communication Washington, DC., 1995.

Invited Responder: Crisis and Change Conference, Miami University, 1993.

National Council of Teachers of English Research Grant (with Elizabeth Stroble), 1992.

Featured Speaker at 4th Miami University Conference on Writing, 1992.

University of Louisville Arts and Sciences Research Award, 1991.

Writing Program Administration Research Grant, 1991.

Outstanding Graduate Research, Indiana University of Pennsylvania, 1989.

Dana and Lily Faculty Fellowships, United Negro College Fund, 1984-86.

Outstanding Educator, Lane College, 1981-82.

Books

Multiple Literacies for the Twenty-First Century. Edited with Charles Bazerman and Beth Stroble. Cresskill, NJ, Hampton Press, 2004.

Teaching Writing with Computers: An Introduction. Edited with Pamela Takayoshi, Houghton Mifflin, 2002. (2003 Distinguished Book Award)

(Re) Articulating Writing Assessment for Teaching and Learning, Logan, UT: Utah State Press, 2002.

Assessing Writing Across the Curriculum: Diverse Methods of Evaluating Writing Across the Curriculum Programs. Edited with Kathleen Yancey. Norwood, NJ: Ablex, 1997.

Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations. Edited with Michael Williamson. Cresskill, NJ: Hampton, 1993. Second Edition, *Revising Holistic Scoring*, expected in 2005.

Book Chapters

“Assessment as Labor and the Labor of Assessment” *Labor, Writing Technologies, and the Shaping of Composition in the Academy*. Cresskill, NJ: Hampton Press, in press. (with Peggy O’Neill, Ellen Schendel and Michael M. Williamson).

“Introduction.” *Multiple Literacies for the 21st Century*, Hampton Press, 2004. 1-12. (with Beth Stroble)

“Responding to Directed Self-Placement” *Directed Self-Placement: Principles and Practices* edited by Daniel Royer and Roger Giles. Hampton Press, 2003. 243-256. (with Michael Neal)

“Getting Textual: Teaching Students to Proofread and Edit.” *Practices in Context* edited by Cindy Moore and Peggy O’Neill, National Council of Teachers of English Press, 2002. 213-222.

“Introduction” *Teaching Writing With Computers: An Introduction*, Houghton Mifflin, 2002, 1-13. (with Pamela Takayoshi)

“Breaking the Hierarchies: Using Reflective Practice to Re-Construct the Role of the Writing Program Administrator.” *The Writing Program Administrator as Theorist*, Boynton Cook, 2002, 19-28. (with Michael Neal, Susan Popham and Ellen Schendel)

“Negotiating Resistance and Change: One Composition Program’s Struggle Not to ‘Convert’ ” *Preparing College Teachers of Writing: Histories, Theories, Programs and Practices*” Oxford Press, 2002. 121-132. (with Katrina Powell, Peggy O’Neill and Cassie Mach)

“A Working Methodology of Assessment for WPAs.” *Allyn & Bacon Sourcebook for Writing Program Directors*. Needham Heights, MA: Allyn & Bacon, 2001. 207-227. (with Ellen Schendel)

“Literacy, Equality and Competence: Ethics in Writing Assessment.” *The Ethics of Writing Instruction: Issues in Theory and Practice*. Stamford, CT: Ablex, 2000, 191-209 (with Michael M. Williamson)

“Tale 79” *Comp Tales* New York: Longman, 2000, 98-99.

“Assessing the Technical Writing Journal” In *The Journal Book for Teachers in Technical and Professional Writing Programs*. Portsmouth, NH: Boynton/Cook, 1999, 158-167 (with Kathleen Blake Yancey)

“Assessment, Journals and Basic Writers.” In *Journal Book for Teachers of At-Risk College Writers*. Portsmouth, NH: Boynton/Cook, 1999, 175-185 (with Kathleen Blake Yancey)

“What Difference the Differences Make: Theoretical and Epistemological Differences in Writing Assessment Practice.” In *Under Construction: Working at the Intersections of Composition Theory, Research and Practice*. Logan, UT: Utah State University Press, 1998, 93-107. (with Michael M. Williamson)

“Measurement and Educational Assessment Theory.” In *Theorizing Composition: A Critical Sourcebook of Theory and Scholarship in Contemporary Composition Studies*” Westport CT: Greenwood, 1998, 185-193.

“Why Grades Matter: A Foucaultian Analysis of the Practice of Grading.” In *The Theory and Practice of Grading Writing: Problems and Possibilities*. Albany: SUNY Press, 1998, 39-52. (with Kathleen Blake Yancey)

“The Conversation Continues: A Dialogue on Grade Inflation.” In *The Theory and Practice of Grading Writing: Problems and Possibilities*. Albany: SUNY Press, 1998, 185-192. (with Kathleen Blake Yancey, Michael Bernard-Donals, Margaret Daisley, Maureen Neal, Steven Vanderstay and Nick Carbone)

“Beyond Accountability: Using Portfolios and Involving Faculty Across the Disciplines in WAC Assessment.” In *Assessing Writing Across the Curriculum: Diverse Methods of Evaluating Writing Across the Curriculum Programs*. Greenwich, CT, 1997, 69-78.

“Assumptions about Assessing WAC Programs: Some Axioms, Some Observations, Some Context.” In *Assessing Writing Across the Curriculum: Diverse Methods of Evaluating Writing Across the Curriculum Programs*. Greenwich, CT, 1997, 7-14. (with Kathleen Blake Yancey)

“Rethinking Portfolios for Evaluating Writing: Issues of Assessment and Power.” In *Situating Portfolios: Four Perspectives* edited by Kathleen Yancey and Irwin Weiser Urbana: Utah State Press, 1997, 43-56 (with Michael M. Williamson)

“Response to Who Will Assess Composition in the 21st Century and How Will They Assess It.” In *Composition in the 21st Century: Crisis and Change* edited by Lynn Bloom, Donald Daiker and Edward White. Carbondale: SIU Press, 1996, 112-115.

“Beyond the Classroom: Using Portfolios to Assess Writing.” *New Directions in Portfolios*. Don Daiker, Jeffrey Sommers, Laurel Black & Gail Stygall (eds.) Portsmouth, NH: Boynton/Cook, 1994, 325-333.

“The Effects of Holistic Scoring on the Process of Reading and Rating Student Writing.” *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*. Williamson & Huot (eds.) Cresskill NJ: Hampton, 1993.

“A Model of Background Influences on Holistic Raters.” *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*. Williamson & Huot (eds.) with Judith J. Pula. Cresskill, NJ: Hampton, 1993.

Articles

“Defining Assessment as Research: Moving From Obligations to Opportunities” *WPA: Writing Program Administration* 26 (2002), 10-26. (with Peggy O’Neill and Ellen Schendel)

“Toward a New Discourse of Assessment for the College Writing Classroom.” *College English* 65 (2002):163-180.

“Reflecting on Assessment: Validity Inquiry as Ethical Inquiry.” *Journal of Teaching Writing* Spring, 2001, 17, 37-55. (with Ellen Schendel)

“Graduate Students Negotiating Multiple Literacies as Writing Program Administrators” *Dialogue: A Journal for Writing Specialists*, 2000, 6, 82-110. (with Katrina Powell, Cassie Mach and Peggy O’Neill)

“Using KIRIS Writing Portfolios to Place Students in First-Year Composition at the University of Louisville.” *Kentucky English Bulletin* 46, 46-64, 1997 (with Terri Lowe)

“Toward a New Theory of Writing Assessment.” *College Composition and Communication*, 47 (1996): 549-566.

“Computers and Assessment: Understanding Two Technologies.” *Computers and Composition*, 13 (1996): 231-244.

“A Survey of College and University Writing Placement Programs.” *WPA: Writing Program Administration* 17 (1994) 49-67.

“The Computer Medium in Writing for Discovery.” *Computers and Composition* 11 (1994) 137-150. (with Helen Schwartz and Christine Fitzpatrick)

“Finding Out What They are Writing: A Method, Rationale and Sample for Writing Across the Curriculum Research.” *WPA: Writing Program Administration*, 15 (1992): 31-40.

“The Literature of Direct Writing Assessment: Major Concerns and Prevailing Trends.” *Review of Educational Research*, 60 (1990): 237-264.

“Reliability, Validity and Holistic Scoring: What We Know and What We Need to Know.” *College Composition and Communication*, 41 (1990): 201-213.

“The Journal as an Adjunct for Teaching Basic Writing.” *Research and Teaching in Developmental Education* with Mike Williamson, 6 (1989): 71-80.

“Working With Charlotte: A Close Look at Tutoring the Special Learner.” *Writing Lab Newsletter* 13.3 (1988): 9-12.

“The Process Journal or Writing About Writing.” *Iowa English Bulletin*, 36 (1988): 44-48.

“Reading/ Writing Connections on the College Level.” *Teaching English in the Two-Year College*, 15 (1988): 9 0-98.

Reviews

“A Review of *Teaching and Assessing Writing 2nd Ed* by Edward White. Jossey Bass, 1994.” *Rhetoric Review* 13.1 (1994) 210-215.

“A Review of *Writing in Academic Disciplines* ed. David Jolliffe. Ablex, 1988.” *Composition Chronicle*. 2.12 (1989): 8-10.

Presentations

For brevity, I include the last ten of around a hundred presentations.

“Consequences of High-Stakes High School Writing Assessments for College Composition Programs.” Conference on College Composition and Communication Annual Meeting, San Antonio, 2004.

“Effects of State-Mandated Secondary Writing Assessments: Students, Teachers and Professors Speak Out.” The National Council of Teachers of English Annual Conference, San Francisco, 2003.

“The Consequences of Kentucky’s State Writing Assessments.” Conference on College Composition and Communication, New York, 2003

“Consulting for Writing Assessment” Full Day Workshop with Bob Broad, Michael Neal, Peggy O’Neill, Ellen Schendel and Michael Williamson. Conference on College Composition and Communication, Denver, 2001; Chicago, 2002; New York, 2003; & San Antonio, 2004.

“The Effects of the Kentucky State Writing Assessments on English Curriculum, Teachers and Students.” The National Council of Teachers of English Annual Conference, Atlanta, 2002.

“What We Value Is Who We Are: A Roundtable on Identity Issues in Writing Assessment” with Tony Edgington, Michael Neal and Michael M. Williamson. “Composing Identity: Watson Conference, University of Louisville, 2002.

“The Big Picture: Asking High School Teachers About Testing” National Council of Teachers of English Annual Conference, Baltimore, 2001.

“Conclusively Inconclusive: Examining the Connections between Error and Assessment.” Conference on College Composition and Communication, Denver, 2001.

“Labor and Technology: Twin Tensions in Understanding Writing Assessment.” Watson Conference, Louisville, 2000.

“Research on/as Assessment: Historical Trends and Future Possibilities.” Invited by Commission on Composition. NCTE, Annual Convention, Milwaukee, 2000.

“Reporting on the Results and Implications of a Six-Year Pilot Program Using Portfolios to Place Students in First-Year Composition.” American Educational Research Association Annual Meeting, New Orleans, 2000. (With Vickie Hester, Michael Neal and Peggy O’Neill).

“Knowing More than You Think: Assessment as Research” Conference on College Composition and Communication, Minneapolis, 2000.

Other Professional Activities

Editing

Co-editor and co-founder *Assessing Writing* published by Ablex 1993-2001

Co-founder and Co-editor *Journal of Writing Assessment* published by Hampton 2002-2003.

Editor, *Journal of Writing Assessment* 2003-present

Co-editor *Perspectives on Writing: Research, Theory and Practice Book Series* published by Ablex, 1995-2002. Books in the series include:

Assessing Writing Across the Curriculum: Diverse Approaches and Practices, 1997.

Edited by Kathleen Yancey and Brian Huot.

Standing in the Shadow of Giants: Plagiarists, Authors Collaborators, 1999.

Rebecca Moore Howard.

History, Reflection and Narrative: The Professionalization of Composition, 1963-1983, 1999. Edited by Mary Rosner, Beth Boehm and Debra Journet.

The Ethics of Writing Instruction: Issues in Theory and Practice, 2000. Edited by Michael Pemberton

Beyond Outcomes: Assessment and Instruction Within a University Writing Program, 2001. Edited by Richard H. Haswell.

Consulting

Set up a writing evaluation program for the Advanced Placement Project at Indiana University at Bloomington, Fall & Spring, (1989-90).

Gave Workshops for faculty and assisted administrators at Kentucky Wesleyan College in establishing a Writing across the Curriculum Program, (1992).

Conducted Workshops on Reading and Responding to Student Writing. Annual Wildacres Writing across the Curriculum Retreat, The University of North Carolina at Charlotte, (1993).

William Woods University Speaker and Consultant for Faculty Development Program on Portfolio Evaluation, (1993).

Jamestown Community College Speaker and Consultant for Writing Placement Program, (1995).

University of Illinois Workshop on Using Reflective Reading with Writing Across the Curriculum Faculty, (1996).

National Assessment of Educational Progress Writing Development Committee (1996-1997).

Idaho State University Conducted workshop for faculty on responding to student writing (1997).

Tidewater Community College Consulting with faculty developing new procedures for placement and exit writing assessment for three community college campuses (1997).

Educational Testing Service Consulting with Committee that is developing a writing assessment for the Graduate Record Examination (1997-present).

Reviewed Writing Assessment and Designed a Writing Placement Program for Long Island University/Brooklyn (1998).

Wrote Proposal for and Designed a State-wide System of Writing Placement for Maryland Community Colleges (1998).

Evaluated Writing Placement and Writing Placement Director for IUPUI (1998).

Conducted Two Day National Faculty Session for K-8 Teachers on Assessment and Writing (1998).

Presented at Summer Faculty Writing Forum at IUPUI (1998).

Conducted and Modeled Portfolio Scoring Session at James Madison University (1998).

Graduate Record Exam Writing Advisory Committee, ETS, (1998).

Reviewed Writing Assessment and Writing Across the Curriculum Programs at Transylvania University (1999).

Reviewed Self Study of the English Department at Indiana University Southeast (1999).

Reviewed English Department Curriculum Revision, including New Writing Major. St. Elizabeth's College. Elizabeth, New Jersey. (2001).

Consulted with English Department about assessment and Conducted a Writing Across the Curriculum Workshop. Southern Illinois University, Edwardsville. (2001).

Consulted with University of Texas System English Department Representatives about Program Assessment. Austin Texas, (2001).

Conducted Workshop for Spelman College Faculty, (2001).

Outside Evaluator Summer Arts Academy, Slippery Rock University, (2001).

Designed and Conducted Portfolio Exit Assessment, Spelman College, (2002).

LSAT Writing Advisory Committee Meeting, ETS, (2002).

Conducted workshop for faculty on classroom assessment University of Toledo, (2002).

Advisory Panel for ACT Writing Assessment, (2002).

Conducted Assessment Workshops, University of Wisconsin, Oshkosh, (2003).

Advised Carroll Community College on portfolio assessment (2004).

Outside Member of the English Department Review Team, University of Nebraska, Omaha
Authored report (2004).

National Assessment of Educational Progress (NAEP) Writing Committee (2004-2005).

Member of NAEP Writing Expert Committee (2004-2005)

Member of Chapman University's Western States Accreditation Consortium Campus Review Team (2005).

Reviewer for Professional Journals

College Composition and Communication (1990-1994) (2000-present)

Research in the Teaching of English (1991-1997) (2003-present)

American Educational Research Journal (1993-present)

Rhetoric Review (1994)

Journal of Advanced Composition (1996-present)

Language Testing (1998-present)

Written Communication (1998-present)

College English (2000-present)

Composition Studies (1998-present)

Educational Assessment (2000-present)

Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture (2003-present)

Committees

CCCC Committee on Assessment (1996-present, chair 1999-2002)

NCTE Standing Committee on Research (1998-2001)

NCTE College Section Committee (2002-present)

WPA: *Writing Program Administration Editorial Board* (2001-present)

Conference Chair

First Thomas R. Watson Conference on Rhetoric and Composition. *History, Reflection and Narrative: The Professionalization of Composition 1963-1983*. 1996.

Second Thomas R. Watson Conference on Rhetoric and Composition. *Multiple Literacies for the Twenty-First Century*. 1998.

Teaching

Completed Directed Dissertations

Susan Callahan *State-Mandated Writing Portfolios and Accountability: An Ethnographic Case Study of One High School English Department*, 1995.

Carole Pfeffer *Conceptions/Definitions of Literacy in Secondary Teacher Education for English Majors: A Case Study*, 1998.

Peggy O'Neill *Writing Assessment and the Disciplinary Formation of Composition*, 1998.

Todd Harper *Revolution or Colonialism: The Role of English Studies in the Writing Across the Curriculum Movement*, 1998.

Cramer R. Cauthen *Threshold Questions: An Ethnography of a Beginning Legal Writing Course*, 1999.

Ellen Schendel *Writing Assessment as Social Action*, 2000.

Cassandra Mach Phillips *The Politics of Constructing, Enacting and Measuring Community Literacies: An Instructor's Elastic Environment*, 2001.

Michael R. Neal *The Real Costs of Assessment: Validity, Technology and the Social Consequences of Writing Assessments*, 2001.

Anthony D. Baker *Theorizing Student Reflection for Composition*, 2001.

Buzz R. Pounds *Student/Teacher T(t)heories of Writing and Language*, 2001.

Vicki Hester *Emergent Theories of Assessment and Response: Thinking through Metaphor/Thinking through Theory*, 2002

Linda Holt. *Intersections of Meaning: Portfolios in the Contact Zone*, 2003.

Susan Ghiaciuc. *Shifting Literacies: Investigating Bilingual Latino Children's Literacy Practices*, 2003.

Anthony Edgington. *Reflecting on Teacher Response*, 2004.

Amy England. *Teachers Approaches to Referencing and Plagiarism: Theory and Practice*, 2004.

Completed Dissertation Committees

Judith J. Pula *The Function of Personal Background, Professional Training, and Work Experience on Rater Performance in Holistic Scoring Sessions: A Study of Disciplinary Enculturation and Placement Context*, 1990 (Indiana University of Pennsylvania).

Betty L. Shiffman *Toward a Feminist Model of Evaluating Student Text*, 1994.

Jane A. Detweiler *Narrative Rhetorics: 'Storied' Inquiry and Research Identity in Naturalistic Studies*, 1995.

Scott Payne *Student Writers and Audience Heteroglossia in the First-Year Classroom*, 1998.

Lauren Sewell *First-Year Teaching Assistants and the Web of Authority Negotiation*, 1998.

Sallie Morgan Gresham *Feminist Dialectics: Mapping the Landscape of Computer-Mediated Conversation*, 2000.

Susan Popham *Intersection of Medicine and Business*, 2001.

Bonita Schaffner *Assessing the Assessors: Interpreting the Accreditation Standards of the Six Regional Accreditation Commissions of Higher Education in the United States*, 2003 (Indiana University of Pennsylvania).

Monica Luebke. *Constructions of the Sophists: "Paths Taken" and "Paths Not Taken"*, 2003

Annette Powell. *The Politics of Practice and Meaning: Theorizing Access and Digital Literacy*, 2004.

Kathy Wills. *A Study of Technological Literacy in Writing Programs*, 2004.

Courses Taught and Developed

Taught and developed graduate courses in Writing Assessment, Composition Theory and Practice, Literacy, Linguistics for English Teachers and the Teaching Writing Courses for both college and high school level instructors.

I also teach first-year writing almost every year, including at least one course in nine of the last ten years.