

Michael W. Smith  
Professor  
Department of Curriculum, Instruction,  
and Technology in Education  
College of Education  
Temple University  
1301 Cecil B. Moore Avenue  
Philadelphia, PA 19122

### **Academic Degrees**

- 1987 Ph.D. University of Chicago. Special Field: Curriculum and Instruction. Dissertation Title: Reading and Teaching Irony in Poetry: Giving Short People a Reason to Live.
- 1976 M.A.T. University of Chicago. Major Emphases: English and Education
- 1976 B.A. University of Chicago. Major: English

### **Employment History**

- 2005-present Professor, Department of Curriculum, Instruction, and Technology in Education, College of Education, Temple University
- 2002-2005 Professor and Chair, Department of Learning and Teaching, Rutgers University, Graduate School of Education
- 1995-2002 Associate Professor, Department of Learning and Teaching, Rutgers University, Graduate School of Education
- 1992-1995 Assistant Professor, Department of Learning and Teaching, Rutgers University, Graduate School of Education
- 1988-1991 Assistant Professor, Department of Curriculum and Instruction, University of Wisconsin-Madison
- 1987-1988 Assistant Professor, Department of Education, University of Chicago
- 1976-1987 English instructor, Elk Grove High School, Illinois Township High School District 214.

### **Honors and Awards**

- 2003 David H. Russell Award for Distinguished Research in the Teaching of English, National Council of Teachers of English
- 2001 Elected as Fellow of the National Conference on Research in Language and Literacy
- 2001 Outstanding Service Award, Alumni Association of the Graduate School of Education
- 1998 Outstanding Research Award, Alumni Association of the Graduate School of Education
- 1995 Outstanding Teacher Award, Alumni Association of the Graduate School of Education
- 1991 Harold E. Mitzel Award for outstanding article appearing in the Journal of Educational Research, volume 84
- 1987 Excellence in Education Award, High School District 214

1982-1983 Full tuition scholarship for graduate study  
1976 Graduated with General Honors, 1976  
1972-1976 Dean's list, 1972-1976

## **Publications**

### **Books**

- Smith, M. W. & Wilhelm, J. (2010). *Fresh takes on teaching literary elements: How to teach what really matters about character, setting, point of view, and theme.* New York: Scholastic.
- Smith, M. W. & Wilhelm, J. (2007). Getting it right: Fresh approaches to teaching grammar, usage, and correctness. New York: Scholastic.
- Smith, M. W. & Wilhelm, J. (2006). Going with the flow: How to engage boys (and girls) in their literacy learning. Portsmouth, NH: Heinemann.
- McCann, T., Johannesson, L. R., Kahn, E., Smagorinsky, P., & Smith, M. W. (Eds.) (2005). Reflective teaching, reflective learning: How to develop critically engaged readers, writers, and speakers. Portsmouth, NH: Heinemann.
- Smith, M. W., & Wilhelm, J. (2002). "Reading don't fix no Chevys": Literacy in the lives of young men. Portsmouth, NH: Heinemann.
- Rabinowitz, P., & Smith, M. W. (1998). Authorizing readers: Resistance and respect in the teaching of literature. New York: Teachers College Press.

### **Refereed Monographs**

- Marshall, J. D., Smagorinsky, P., & Smith, M. W. (1995). The language of interpretation: Patterns of discourse in discussions of literature. Urbana, IL: NCTE.
- Smith, M. W. (1991). Understanding unreliable narrators: Reading between the lines in the literature classroom. Urbana, IL: NCTE.
- Smith, M. W. (1984). Reducing writing apprehension. Urbana, IL: NCTE and ERIC.

### **Refereed Articles**

- Smith, M. W., & Connolly, B. (2005). The effects interpretive authority on classroom discussions of poetry: Lessons from one teacher. Communication Education, 54, 271-288.
- Smith, M.W. & Rabinowitz, P.J. (2005). Playing a double game Authorial reading and the ethics of interpretation. Journal of Language and Literacy Education, 1 [On-line], Available: [www.coe.uga.edu/jolle](http://www.coe.uga.edu/jolle)
- Smith, M. W., & Wilhelm, J. D. (2005). Boys and reading: It's more complicated than you think. The California Reader, 38(4), 5-13.

- Smith, M. W. & Wilhelm, J. (2004). "I just like being good at it": The importance of competence in the literate lives of young men. Journal of Adolescent and Adult Literacy, 47, 454-461.
- Connolly, W., & Smith, M. W. (2003). Dropping in a mouse: Reading poetry with our students. The Clearing House, 76, 235-240.
- Connolly, W., & Smith, M. W. (2002). Teachers and students talk about talk: Class discussions and the way it should be. Journal of Adolescent and Adult Literacy, 46, 16-29.
- Wilhelm, J. D., & Smith, M. W. (2001). Literacy in the lives of young men: Findings from an American study. English in Australia, 132, 17-26.
- Smith M. W., & Strickland, D. (2001). Complements or conflicts: Conceptions of discussion and multicultural literature in a teachers-as-readers discussion group. Journal of Literacy Research, 33, 137-168.
- Hamel, F., & Smith, M. W. (1998). You can't play if you don't know the rules: Interpretive conventions and the teaching of literature to students in lower-track classes. Reading & Writing Quarterly, 14, 355-378.
- Morrow, L., Pressley, M., Smith, J., & Smith, M. W. (1997). The effect of a literature-based program integrated into literacy and science instruction on achievement, use, and attitude toward literacy and science. Reading Research Quarterly, 32, 54-77.
- Smith, M. W. (1996). Conversations about literature outside classrooms: How adults talk about books in their book clubs. Journal of Adolescent and Adult Literacy, 40, 180-187.
- Goldblatt, E., & Smith, M. W. (1995). Alone with each other: Conceptions of discussion in one college classroom community. Linguistics and Education, 7, 327-348.
- Smith, M. W., & Young, J. (1995). Assessing secondary students' liking of short stories. Journal of Educational Research, 89, 14-22.
- Smith, M. W. (1994). Measurement and tropes. International Journal of Educational Research, 21, 643-647.
- White, B., & Smith, M. W. (1994) Metaphors in English education: Putting things in perspective. English Education, 26, 157-176.
- Smith, M. W. (1992). The effects of direct instruction in understanding unreliable narrators. Journal of Educational Research, 85, 339-347.
- Smagorinsky, P. & Smith, M. W. (1992). The nature of knowledge in composition and literary understanding: The question of specificity. Review of Educational Research, 62, 279-306.
- Smith, M. W. (1991). Constructing meaning from text: An analysis of ninth-grade reader response. Journal of Educational Research, 84, 263-272.
- Smith, M. W. (1991). Evaluation as instruction: Using analytic scales to increase students' composing ability. Middle School Journal, 22(1), 20-25.

- Smith, M. W. (1991). Taking the high road to learning to read literature. Wisconsin State Reading Association Journal, 35(1), 65-68.
- Hamann, L., Schultz, L., Smith, M. W., & White, B. (1991). Making connections: The power of autobiographical writing before reading. Journal of Reading, 35(1), 24-28.
- Smith, M. W. (1989). Teaching the interpretation of irony in poetry. Research in the Teaching of English, 23, 254-272.
- Smith, M. W. & Hillocks, G., Jr. (1989). What inquiring minds need to know. English Journal, 78(2), 58-63.
- Smith, M. W. & Hillocks, G., Jr. (1988). Sensible sequencing: Developing knowledge about literature text by text. English Journal, 77(6), 44-49.

#### **Refereed Chapters**

- Schaafsma, D., & Smith, M. W. (1992). Autobiography and authority in the study of composition and literature. In J. Collins (Ed.), Vital Signs 3 (74-86). Portsmouth, NH: Boynton/Cook-Heinemann.

#### **Other Articles**

- Smith, M. W. , & Wilhelm, J. (2006). When should we teach grammar? English Journal, 95(5),20.
- Smith, M. W, & Wilhelm, J. (2006). What research tells us about teaching grammar. Voices from the Middle, 13(4), 40-43.
- Wilhelm, J., & Smith, M. W. (2006). What teachers need to know about motivation. Voices from the Middle, 13(4), 29-31.
- Wilhelm, J.D. with Hillocks, G. and Smith, M.W. (2005). Learning rich or working poor. Commentary for Voices from the Middle, 13(1), 53.
- Smith, M. W., & Wilhelm, J. (2004/2005). Closing the reading gender gap. Classroom Leadership, 8(4), p. 4.
- Wilhelm, J., & Smith, M. W. (2004). Walking a tightrope: What research on boys and literacy says about No Child Left Behind. California English Journal, 9(3), pp. 18-24. (invited paper)
- Morrow, L., Smith, M. W., & Tracey, D. (2000) The NJ GAINS Project: Gaining Achievement in the New Standards. Reading Online [On-line], Available: <http://www.readingonline.org>
- Smith, M. W. (1999). Taking the bad with the good: Toward a theory of resistance to literary texts. Wisconsin English Journal, 41(2), 35-39.
- Schultz, L., Hamann, L., & Smith, M. W. (1990). Teachers as miners: Using the resources students bring to our classroom. Wisconsin English Journal, 33(1), 11-22.
- Smith, M., W. (1989). A declaration for independence: On teaching interpretive strategies. Wisconsin English Journal, 32(1), 12-17.

Smith, M. W. (1989). Understanding irony: The joke shouldn't be on them. Wisconsin English Journal, 31(3), 49-55.

### **Other Chapters**

- Wilhelm, J. , & Smith, M. W. (2009). Boys and literacy: Complexity and multiplicity. In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), Handbook of adolescent literacy research. New York: Guilford Press.
- Smith, M. W. (2007). Boys and writing. In R. Kent & T. Newkirk (eds.) Teaching the neglected "R": Rethinking writing instruction in secondary classrooms (pp. 243-253). Portsmouth, NH: Heinemann.
- Wilhelm, J., & Smith, M. W. (2007). Making it matter in the here and now: Exploiting the power of inquiry, textual pleasure, and diverse competencies to encourage reading. In K. Beers, R. Probst, & L. Rief (Eds.), Adolescent literacy: Turning promise into practice (pp. 231-242). Portsmouth, NH: Heinemann.
- Smith, M., Cheville, J., & Hillocks, G., Jr. (2006). "I guess I'd better watch my English": Grammar and the teaching of English language arts. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), Handbook on writing research (pp. 263-274). New York: Guilford Press.
- Smith, M. W. (2005). Accepting the challenge of Chevys: What my research means for my teaching. In T McCann, L. Johannesson, E. Kahn, P. Smagorinsky, & Smith, M. W. (Eds.) Reflective teaching, reflective learning: How to develop critically engaged readers, writers, and speakers (pp. 135-146). Portsmouth, NH: Heinemann.
- Smith, M. W. (2005). Reading and relating. In J. Scieska (Ed.), Guys write for Guys Read (pp. 236-237). New York: Viking.
- Hillocks, G., Jr., & Smith, M. W. (2003). Grammars and literacy learning. In J. Flood, J. Jensen, D. Lapp, & J. Squire (Eds.), Handbook of research on teaching the English language arts (2<sup>nd</sup>. ed., pp. 721-737. Mahwah, NJ: Erlbaum.
- Levin, F., Smith, M. W., & Strickland, D. (2003). Pitfalls and potential: Multicultural literature and teachers as readers groups. In R. Barrera, J. Garcia, V. Harris, & A. Willis (Eds.). Multicultural issues in literacy research (pp. 263-287). Mahwah, NJ: Erlbaum.
- Smith, M. W. (2001). Creating a common project in the study of diversity. In J. Many (Ed.), The literacy educator's resource book: Touchstones from the teaching lives of literacy scholars (pp. 277-282). Mahwah, NJ: Erlbaum.
- Diamondstone, J., & Smith, M. W. (1999). Best practices in teaching literature and composition in secondary schools (pp. 193-209. In L. Gambrell, L. Morrow, S. Neuman, & M. Pressley (Eds.), Best practices in literacy instruction. New York: Guilford.
- Smith, M. W. (1997). Because stories matter: Authorial reading and the threat of censorship. In B. M. Power, J. D. Wilhelm, & K Chandler (Eds.), Reading Stephen King: Issues of censorship, student choice,

and popular literature. Urbana, IL: National Council of Teachers of English.

Smith, M. W. (1994.) Democratic discourse and the discussion of literature. In L. Morrow, J. Smith, & L. Wilkinson (Eds.), The integrated language arts: Controversy to consensus (pp. 91-104). Boston: Allyn and Bacon.

Smith, M. W. (1994). What followed for me. In T. Shanahan (Ed.), Teacher Thinking, Teacher Knowing--in Language and Literacy Education (pp. 167-172). Urbana, IL: National Conference on Research in English & National Council of Teachers of English.

Smith, M. W., & Perkins, D. (1994). Preservice teacher education in English. In A. Purves (Ed.), Encyclopedia of English Studies and Language Arts (pp. 945-948). New York: Scholastic.

Smith, M. W. (1993). Autobiographical writing in the study of literature. In G. Newell & R. Durst (Eds.), Exploring texts: The role of discussion and writing in the teaching and learning of literature, (pp. 211-230). Norwood, MA: Christopher-Gordon Publishers.

Smith, M. W. (1993). Interpretive strategies in literature study. In A. Biddle & J. Clarke (Eds.), Teaching critical thinking: Reports from across the curriculum, 24-30. Englewood Cliffs, NJ: Prentice-Hall.

Smith, M. W., & White, B. (1993). That reminds me of the time . . .": Using autobiographical writing before reading to enhance response. In D. Bogdan & S. Straw (Eds.), Constructive reading: Teaching beyond communication, (46-62). Portsmouth, NH: Boynton/Cook-Heinemann Publishers.

Smith, M. W. (1992). Submission versus control in literary transactions. In Joyce E. Many, & Carole Cox (Eds.), Reader stance and literary understanding: Exploring the theories, research and practice (pp. 143-161). Norwood, NJ: Ablex.

Hillocks, G., Jr., & Smith, M. W. (1991). Grammar and usage. In J. Flood, J. Jensen, D. Lapp, & J. Squire (Eds.), Handbook of research on teaching the English language arts (pp. 591-603). New York: Macmillan.

Smith, M. W. & Hillocks, G., Jr. (1986). Grammar. In Research on written composition: New directions for teaching. Urbana, IL: ERIC/RCS/NCRE.

Smith, M. W. & Hillocks, G., Jr. (1986). Writing apprehension. In Research on written composition: New directions for teaching. Urbana, IL: ERIC/RCS/NCRE.

### **Reviews**

Smith, M. W. (1993). Review of Whole language plus: Essays on literacy in the United States and New Zealand. Journal of Reading Behavior, 25, 357-359.

Smith, M. W. (1992). Review of Schools of thought: How the politics of literacy shape thinking in the classroom. American Journal of Education, 100, 544-546.

Smith, M. W. (1983). Review of The nature and measurement of competency in English. American Journal of Education, 91, 381-384.

Smith, M. W. (1982). Review of Education in the '80's: English. American Journal of Education, 90, 223-226.

#### **Other Publications**

Smagorinsky, P., & Smith, M. W. (2002). Editors' introduction: Seats of authority. Research in the Teaching of English, 36, 433-436.

Smagorinsky, P., & Smith, M. W. (2002). Editors' introduction: Whose who? Research in the Teaching of English, 36, 305-308.

Smagorinsky, P., & Smith, M. W. (2001). Editors' introduction: Constructive conflicts. Research in the Teaching of English, 36, 5-8.

Smagorinsky, P., & Smith, M. W. (2001). Editors' introduction: Theory and method. Research in the Teaching of English, 36, 157-160.

Smagorinsky, P., & Smith, M. W. (2000). Editors' introduction: Telos and educational research. Research in the Teaching of English, 34, 465-467.

Smagorinsky, P., & Smith, M. W. (2000). Editors' introduction: Questions of cultures, Research in the Teaching of English, 34, 345-349.

Smagorinsky, P., & Smith, M. W. (1999). Editors' introduction: Reading, reduction, and reciprocity. Research in the Teaching of English, 34, 193-196.

Smagorinsky, P., & Smith, M. W. (1999). Editors' introduction. Research in the Teaching of English, 34, 5-9.

Smagorinsky, P., & Smith, M. W. (1998). Editors' introduction. Research in the Teaching of English, 32, 121-125.

Smagorinsky, P., & Smith, M. W. (1998). Editors' introduction. Research in the Teaching of English, 32, 5-9.

Smagorinsky, P., & Smith, M. W. (1997). Editors' introduction. Research in the Teaching of English, 31, 425-427.

Smagorinsky, P., & Smith, M. W. (1997). Editors' introduction: Guidelines for contributors to Research in the Teaching of English. Research in the Teaching of English, 31, 285-294.

Smagorinsky, P., & Smith, M. W. (1997). Editors' introduction. Research in the Teaching of English, 31, 157-160.

Smith, M. W, & Smagorinsky, P. (2003). Editors' introduction: Put on those dancing shoes. Research in the Teaching of English, 37, 273-277.

Smith, M. W, & Smagorinsky, P. (2003). Editors' introduction: Reconsidering research in the teaching of English. Research in the Teaching of English, 37, 417-424.

Smith, M. W, & Smagorinsky, P. (2002). Editors' introduction: Great expectations. Research in the Teaching of English, 37, 5-8.

Smith, M. W, & Smagorinsky, P. (2002). Editors' introduction: Ideology and education. Research in the Teaching of English, 37, 141-145.

- Smith, M. W., & Smagorinsky, P. (2001). Editors' introduction: Classroom performances. Research in the Teaching of English, 35, 453-456.
- Smith, M. W., & Smagorinsky, P. (2001). Editors' introduction: Considering context. Research in the Teaching of English, 35, 285-289.
- Smith, M. W., & Smagorinsky, P. (2000). Editors' introduction: Is there a text in this study? Research in the Teaching of English, 35, 5-8.
- Smith, M. W., & Smagorinsky, P. (2000). Editors' introduction: Inferring authors. Research in the Teaching of English, 35, 141-145.
- Smith, M. W., & Smagorinsky, P. (1999). Editors' introduction. Research in the Teaching of English, 33, 349-351.
- Smith, M. W., & Smagorinsky, P. (1999). Editors' introduction. Research in the Teaching of English, 33, 240-244.
- Smith, M. W., & Smagorinsky, P. (1998). Editors' introduction. Research in the Teaching of English, 33, 133-135.
- Smith, M. W., & Smagorinsky, P. (1998). Editors' introduction. Research in the Teaching of English, 33, 5-9.
- Smith, M. W. (1997). Foreword. In J. Wilhelm, "You gotta BE the book": Teaching engaged and reflective reading with adolescents (pp. xi-xiv). New York: Teachers College Press.
- Smith, M. W. (1995). Foreword. In G. Hillocks, Teaching writing as reflective practice (pp. ix-xi). New York: Teachers College Press.

#### **Instructional Materials**

- Moore, D. W., Short, D. J., Smith, M. W., & Tatum, A. W. (2007). Hampton-Brown Edge (Levels A, B, C). Carmel, CA: National Geographic School Publishing/Hampton Brown.

#### **National and International Presentations (1990-present)**

- Short, D., & Smith, M. W. (2008). Connecting with adolescents: Meaningful literacy instruction for diverse youth. Paper presented at the Annual Meeting of the International Reading Association, Atlanta, GA.
- Sullivan, F., Smith, M. W., Gasiewski, J. (2006). Reading, writing and race: A study of pre-service teachers' responses to the papers of six high school students. Paper presented at the Annual Meeting of the National Council of Teachers of English Assembly for Research, Chicago, IL.
- Smith, M. W. & Wilhelm, J. (2005). Reaching boys: A Report from the "Reading Don't Fix No Chevys" Study. Paper Presented at the Annual Meeting of the National Middle Schools Association, Philadelphia, PA. (invited address)
- Smith, M. W. (2004). "Response to the NEA study of reading behavior. Paper presented at the Annual Meeting of the National Council of Teachers of English, Indianapolis, IN.

- Smith, M. W. (2004) Going with the flow: Making literacy learning like life. Paper presented at the Annual Meeting of the International Reading Association, Reno, NV.
- Smith, M. W., & Wilhelm, J. (2003). Lessons from Chevys. Invited address accepting the David H. Russell Award for Distinguished Research in the Teaching of English at the Annual Meeting of the National Council of Teachers of English, San Francisco, CA.
- Connolly, W. & Smith, M. W. (2003). Writing with the enemy: Our experience in a university-schools collaboration. Paper presented at the Annual Meeting of the International Reading Association, Orlando, FL.
- Smith, M. W., Wilhelm, J., & Mahan, R. (2002). "Reading don't fix no Chevys": Literacy in the lives of young men. Paper presented at the Annual Meeting of the National Council of Teachers of English, Atlanta, GA.
- Morrow, L, Smith, M. W., Tracey, D., & Voorhees, J. (2001). GAINS: Gaining Achievement in the New Standards--Inviting parents as partners. Paper presented at the annual meeting of the International Reading Association. New Orleans, LA.
- Goldblatt E., & Smith, M. W. (2000). The classroom as sponsor: Providing a home base for learning. Paper presented at the annual meeting of the College Conference on Composition and Communication, Minneapolis, MN.
- Morrow, L, Smith, M. W., Tracey, D., & Voorhees, J., & Silver, M. (2000). The NJ GAINS Project: Gaining Achievement in the New Standards--Parents as partners. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Smith, M. W., Morrow, L., Tracey, D. & Voorhees, J. (2000). Inviting Parents To Be Partners: Gaining Achievement in the New Standards in Literacy Education in New Jersey Schools. Paper presented at the Annual Meeting of the National Council of Teachers of English, Milwaukee, WI.
- Wilhelm, J. D., Smith, M. W., & Baker, T. (2000). Boys and books: Helping boys to more meaningful engagement with literacy. Paper presented at the Global Conversations on Language and Literacy, Utrecht, Holland. (Invited address.)
- Smith, M. W., & Wilhelm, J. (1999). Boys and books. Paper presented at the Annual Meeting of the National Council of Teachers of English, Denver, CO.
- Smith, M. W. (1998). Authorizing readers: Resistance and respect in the teaching of literature. Paper presented at the Global Conversations on Language and Literacy, Bordeaux, France. (Invited address.)
- Smith, M. W. & Connolly, W. (1998). Different strokes for different folks: Issues of authority and interest in collaborative research. Paper presented at the Annual Meeting of the National Council of Teachers of English, Nashville, TN.
- Smith, M. W. & Connolly, W. (1998). Fostering instructional conversations about poetry. Paper presented at the Annual Meeting of the National Council of Teachers of English, Nashville, TN.

- Smith, M. W. (1997). Authorizing readers: Resistance and respect in the teaching of literature. Paper presented at the meeting of the National Council of Teachers of English, Detroit, MI. (Invited address.)
- Strickland, D., Smith, M. W., Gilligan, M. A., & Levin, F. (1996). Teachers as readers/readers as teachers: Conceptions of reading, discussion, and multicultural literature in a literacy and diversity study group. Paper presented at the meeting of the National Council of Teachers of English, Chicago, IL.
- Smith, M. W., & Goldblatt, E. (1994). The classroom as community: How talking, reading, and writing connect. Paper presented at the meeting of the National Council of Teachers of English, Orlando, FL.
- Smith, M. W., & Goldblatt, E. (1994). "I feel as if I am going to burst": A study of students' orientations to classroom language. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Smith, M. W., & Goldblatt, E. (1994). You say toMAYto and I say toMAHto: Making differences productive in collaborative research. Paper presented at the meeting of the National Council of Teachers of English, Orlando, FL.
- Goldblatt, E., & Smith, M. W. (1994). Classroom authority in a Catholic university. Paper presented at the annual meeting of the College Conference on Composition and Communication, Nashville, TN.
- White, B., & Smith, M. W. (1994). The personal teaching metaphors of preservice teachers of English. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Smith, M. W. (1993). Evaluating instruction in the teaching of literature. Paper presented at the meeting of the National Council of Teachers of English, Pittsburgh, PA.
- Smith, M. W. (1993). Considering the culture of readers: How adults talk about books in their book clubs. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Smith, M. W. (1993). Conversation about literature outside class: Sixteen eighth graders talking to their student teacher as they read two stories. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Smith, M. W., & Goldblatt, E. (1993). Constructing conceptions of community: A study of discussion in a humanities seminar. Paper presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Goldblatt, E., & Smith, M. W. (1993). Writing/reading/talking with authority in a Catholic university. Paper presented at the Penn State Conference on Rhetoric and Composition, State College, PA.
- Smith, M. W. (1992). Discussions of literature outside the classroom. Paper presented at the meeting of the National Council of Teachers of English, Louisville, KY.
- Smith, M. W. (1991). Autobiography and intertextuality. Paper presented at the meeting of the National Council of Teachers of English, Indianapolis, IN.

Smith, M. W. (1991). Toward an understanding of the culture of practice in the discussion of literature: An analysis of adult reading groups. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Smith, M. W. (1991). Using Rasch analysis to design and interpret a measure of students' liking of short stories. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

White, B., & Smith, M. W. (1991). The effects of autobiographical writing before reading upon students' responses to literature. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Smith, M. W. (1990). On the need for multi-faceted research designs. Paper presented at the annual meeting of the College Conference on Composition and Communication, Chicago, IL.

Smith, M. W. (1990). Using Rasch analysis to design and interpret a test of students' understanding of irony in poetry. Paper presented at the meeting of the American Education Research Association, Boston, MA.

#### **Grant Funding**

2003 National Writing Project at Rutgers University , National Writing Project (\$38,000). Co-investigator: Julie Cheville.

2002 National Writing Project at Rutgers University , National Writing Project (\$28,000).

2001-2002 "Gaining Achievement in the New Standards in Language Arts Literacy," Department of Education, State of New Jersey (\$400,000). Co-investigators: Lesley Morrow, Diane Tracey

2001 National Writing Project at Rutgers University , National Writing Project (\$28,000).

2000 National Writing Project at Rutgers University , National Writing Project (\$20,000).

1999 "Boys and Books," Spencer Small Grant (\$34,635). Co-investigator: Jeffrey Wilhelm.

1999 "Families Achieving New Standards in Language Arts Literacy," Department of Education, State of New Jersey (\$212,996). Co-investigators: Lesley Morrow, Diane Tracey

1997 "Fostering Instructional Conversations about Poetry," Spencer Small Grant (\$11,600). Co-investigator: William Connolly

1990 Graduate School Summer Grant, University of Wisconsin (\$9866)

1989 Graduate School Summer Grant, University of Wisconsin (\$8173)

## Professional Activities

### Elected Offices

1995 Chair, NCTE Assembly on Research  
1994 Associate Chair, NCTE Assembly on Research  
1993-1995 Member, NCTE Standing Committee on Research  
1992 Chair, Literature Special Interest Group, AERA  
1989-1992 Newsletter Editor, NCTE Assembly on Research

### Editorial and Reviewer Activities

2008-present Editorial board, Research in the Teaching of English  
2003-present Editorial board, Journal of Adolescent and Adult Literacy,  
2003-2008 Editorial board, Reading Research Quarterly.  
1993-present Reviewed proposals for Literature Special Interest Group,  
AERA; National Council of Teachers of English Research  
Strand, National Reading Conference  
1996-2003 Co-editor, Research in the Teaching of English  
1991-1996 Consulting Editor, Journal of Educational Research  
1992-1995 Editorial Advisory Board, Journal of Reading Behavior  
1989-present Reviewed manuscripts for Guilford Press, the National  
Council of Teachers of English, Peter Lang, Routledge,  
SUNY-Buffalo Press, Teachers College Press, University of  
Chicago Press  
1994-1995 Judged dissertation summaries for the National Council of  
Teachers of English Promising Researcher Award  
1990 Literary Consultant, McDougal, Littell's Responding to  
Literature series

### Memberships

American Educational Research Association  
International Reading Association  
National Conference on Research in Language and Literacy  
National Council of Teachers of English