

REBECCA S. WHEELER, PHD

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EDUCATION

PhD in Linguistics, The University of Chicago, 1989
MS in Linguistics, Georgetown University, 1980
BA in French, The University of Virginia, 1974

ACADEMIC POSITIONS

| | |
|---|---------------------|
| Christopher Newport University, Newport News, VA | |
| Department of English, Program for Teacher Education | |
| <i>Professor</i> English Language and Literacy | 2010-present |
| <i>Assistant Professor, Associate Professor</i> | 1999-2010 |
| Weber State University, Ogden, UT | |
| Department of English. <i>Adjunct, Instructor</i> | 1995-1999 |

TEACHING

Common Core

English 123: First Year Writing Seminar
English 223: Second Year Writing Seminar

Upper Division Courses

Area of Inquiry & Masters In Teaching

English 310: Introduction to Linguistics
English 430: Structure of English (Formal and Informal Reasoning; MAT)

Graduate Courses:

Masters' in Teaching

English 530: Grammar and Teaching
English 532: Language Varieties in American Schools

PEER REVIEWED JOURNAL ARTICLES AND BOOK CHAPTERS

(forthcoming). Wheeler, Rebecca, Kelly Cartwright and Rachel Swords. "Factoring AAVE into Elementary Reading Assessment and Instruction." *Reading Teacher*. Journal of the International Reading Association.

2010 "Fostering linguistic habits of mind: Engaging teachers' knowledge and attitudes toward African American Vernacular English." *Language and Linguistics Compass*. 4(10) pp. 954-971.

- 2010 Wheeler, Rebecca, Kelly Cartwright, Rachel Swords and Donna Savage. “Factoring dialect into reading assessment and intervention,” in *Reading in Virginia*, Spring 2010 pp. 31-43.
- 2010 “From cold shoulder to funded welcome: Lessons from the trenches of dialectally diverse classrooms.” in Kristin Denham and Anne Lobeck, (eds.). *Linguistics in School: Language awareness in primary and secondary education*. Cambridge: Cambridge University Press. 129-148. **Invited.**
- 2009 “*Taylor Cat is black: Code-switch to Add Standard English to Students’ Linguistic Repertoires*”. In Jerri Scott (ed.) Chapter for the NCTE Committee on Language. *Legislated-Litigated Language Policies and Practices: How to Give Students the Right to Their Own Language*. Urbana, IL: NCTE. **Invited.**
- 2008 “Code-switching: Teaching and learning Standard English in African American Classrooms,” In Connie Weaver (ed). *Grammar to Enrich and Enhance Writing*. Portsmouth, NH: Heinemann. 235 – 257. **Invited.**
- 2008 “Code-Switching: Critical Thinking Strategies for Teaching Standard English in Urban Classrooms,” *Educational Leadership*. Themed-issue on *Poverty and Learning*, April 2008, Vol. 65, No 7. pp. 54 - 58. Association of Supervision and Curriculum Development (ASCD). (not peer reviewed; however, *Educational Leadership accepts only 15% of its submissions. Distribution: nationwide 200,000 to superintendents, principals, and curriculum developers.*)
- 2006a Amanda Godley, Julie Sweetland, **Rebecca S. Wheeler**, Angela Minnicci and Brian Carpenter, “Preparing teachers for the dialectally diverse classroom.” *Educational Researcher*. Vol. 35, No 8., November 2006, pp. 30 – 37.
- 2006b “What do we do about student grammar – all those missing *-ed’s* and *-s’s*”: Using comparison and contrast to teach Standard English in dialectally diverse classrooms. *English Teaching: Practice and Critique*. Volume 5, Number 1, (May 2006). pp. 16 – 33. **Invited to contribute to international peer-reviewed issue on “Knowledge about Language in the English/Literacy Classroom.” The editor’s introduction -- “Grammar in the face of Diversity”-- states: “I decided to place an article by Rebecca Wheeler in “pole position” (“the first position on the NASCAR starting grid, awarded to the fastest qualifier.”)**
- 2006c “My goldfish name is Scaley”: There’s nothing to correct – Code-switch to teach Standard English. *Teach Them Well: Whose English*. **Invited.** *DoubleTake/Points of Entry*. (Spring, 2006) pp. 18 – 21.
- 2005a “Codeswitching: How and why to use students’ vernacular to teach Standard English.” **Invited.** In Anne Lobeck and Kristin Denham (Eds.). *Language in the School Curriculum: Integrating Linguistic Knowledge into K-12 Teaching*. Lawrence Erlbaum Associates, 171 - 179.
- 2005b “Code-switch to Teach Standard English.” **Invited** column for Teaching English in the World. Ken Lindblom. *English Journal* (May 2005), 109 – 112. Editor, Ken Lindblom says that as **Wheeler has become “one of the most important professional voices in language instruction.”**

- 2004 Wheeler, Rebecca S. and Rachel Swords. "Codeswitching: Tools of language and culture transform the dialectally diverse classroom." *Language Arts*, NCTE. Vol. 81, No. 6. July 2004, 470 – 480.
- 2002 Wheeler, Rebecca S. and Brock Haussamen et. al. *Some Questions and Answers about Grammar*. NCTE Principles and Guidelines.
www.ncte.org/positions/grammar.shtml.
- 2001 "From home speech to school speech: Vantages on reducing the achievement gap in inner city schools." *The Virginia English Bulletin*. Vol 51. No. 2. 4 – 16.
- 1999a "Home speech as springboard to school speech: Oakland's commendable work on Ebonics." In *The workings of language: From prescriptions to perspectives*, Rebecca S. Wheeler (Ed.). pp. 59 – 66. New Jersey: Praeger.

BOOKS

- 2010 **Wheeler, Rebecca** and Rachel Swords. *Code-switching Lessons: Grammar Strategies for Linguistically Diverse Writers*. In the FirstHand Curriculum series. Portsmouth, NH: Heinemann.
- 2006 **Wheeler, Rebecca S.** and Rachel Swords. *Code-switching: Teaching Standard English in Urban Classrooms*. Urbana, IL: National Council of Teachers of English. **Foreword by John Rickford, Martin Luther King Jr. Centennial Professor, Stanford University.** Rickford says of *Code-switching* that this "is a long overdue and tremendously welcome book.... that will enable teachers to 'reach out to the students of urban America in ways they weren't able to do before.'" (Rickford, Foreword, *Code-switching*).
- 2005 Mufwene, Salikoko, Elaine Francis, and **Rebecca S. Wheeler** (eds.) *Interdisciplinary and polymorphous linguistics: Jim McCawley's Legacy*. Cambridge: MIT Press.
- 2003 Amy Benjamin, Brock Haussaman, Martha Kolln and **Rebecca Wheeler**. *Grammar Alive. A guide for teachers*. Urbana, IL: NCTE.
- 1999b Wheeler, Rebecca (ed.) *The workings of language: From prescriptions to perspectives*. New Jersey: Praeger. (not peer reviewed)
- 1999c Wheeler, Rebecca. *Language alive in the classroom*. New Jersey: Praeger. (not peer reviewed)

FOREWORDS TO BOOKS

- 2008 **Foreword**, *In Other Words: Grammar Lessons for Code-switching, Composition and Language Study*, by David West Brown, Heinemann.

PRESENTATIONS

- 2011 **Featured Speaker.** “Factoring dialect into reading assessment and intervention.” *Virginia State Reading Conference*, Roanoke, VA. March 18, 2011. **Invited.**
- 2011 “Code-Switching: Laying down the red pen for success in teaching Standard English.” Early Morning Literacy Institute. *Virginia State Reading Conference*, Roanoke, VA. March 17, 2011. **Invited.**
- 2010 “Code-Switching: A Workshop for Teachers.” Pre-conference workshop. San Antonio, TX, November 2, 2010. **Invited.**
- 2010 “Teacher Training: Disrupting the practice of dominant language ideology with contrastive analysis and code-switching.” Invited Panel Presentation, *Conference on African American Language 2*. San Antonio, TX. November 3, 2010. Other panel members: John Rickford, William Labov, Walt Wolfram, Sharoki Holly.
- 2010 “Transforming classroom instruction for Standard English Learners,” *National Council of Teachers of English*. Orlando, FL, November 20, 2010.
- 2010 *Virginia Department of Education, Vision to Practice Institute.* “Code-Switch to Teach Standard English,” and “Dialect in Reading Assessment.” **Invited keynote.** Richmond, VA. July 14, 2010.
- 2010 *Virginia State Reading Association.* “Factoring Dialect into Reading Assessment and Intervention.” April, 2010.
- 2008 *National Council of Teachers of English* Web Seminar. Hour long national web seminar presentation, “Code-Switching: One insight and three strategies for teaching Standard English in Urban (and Rural) classrooms. Sold out seminar. April 30, 2008. **Invited.**
- 2007 *Harvard Forum Lecture.* “Code-Switching: Teaching Standard English in African American Classrooms,” A forum lecture sponsored by the Achievement Gap Initiative of Harvard University and the Harvard Graduate School of Education. *Filmed by Boston’s WGBH.* November 20, 2007. **Invited**
- 2007 *Harvard Graduate School of Education,* 90 minute lunchtime forum to the Harvard Education graduate students. **Invited**
- 2007 “*Taylor cat is black: Code-switch to add Standard English to students’ linguistic repertoires.*” Roundtable presentation at the National Council of Teachers of English, November 2007. **Invited**
- 2007 *Harvard Achievement Gap Initiative.* The Director of Harvard’s AGI invited me to present at the annual summer conference. June 19, 2007. **Invited**
- 2007 *Association for Supervision and Curriculum Development (ASCD).* 90 minute presentation, Anaheim, CA, March 2007.

- 2007 American Educational Research Association (AERA). Panel: “Preparing Teachers for Dialectally Diverse Classrooms through Sociolinguistic Approaches.” Presentation: “My Dog Name is Bear”: How to Foster Mainstream Literacy in the Dialectally Diverse Classroom.”Chicago, IL.
- 2006 Keynote speaker, SOL Track. 90 minute presentation. *Virginia Association of Teachers of English*. Richmond, October 2006. **Invited**
- 2006 Author Strand presentation -- *Code-switching: Teaching Standard English in Urban Classrooms*. 90 minute presentation. National Council of Teachers of English (NCTE), Nashville. **Invited**
- 2006 “‘My Dog Name is Bear’: Fostering Literacy in the Dialectally Diverse Classroom. A paper presented on a panel, at the American Association of Educational Research, San Francisco, April 8, 2006.
- 2005a *Code-switching: Teaching Standard English in Urban Classrooms*. Showcasing our forthcoming book release, the Annual Meeting of the National Council of Teachers of English (NCTE), Pittsburgh, PA, November, 2005. **Invited**
- 2005b “Code-switching: Using student language as fulcrum to Standard English mastery,” presentation on a panel (“Some children are left behind: Improving reading and writing through understanding language”) before the American Association for the Advancement of Science (AAAS), Washington, DC, February 2005. **Invited**
- 2005c “From cold shoulder to funded welcome in the public schools,” a presentation to the annual meeting of the Linguistic Society of America (LSA), Oakland, CA, January 2005.
- 2004 Panel organizer: *Linguistic Diversity, Minority Dialects, and Teaching Standard English in the Urban Writing Classroom*. Presentation at the Annual Meeting of the National Council of Teachers of English (NCTE), November, 2004.
- 2003a “Codeswitching: Welcoming the languages of home *and* School,” a paper presented at the Annual meeting of the Modern Language Association, San Diego, CA, December 28, 2003.
- 2003b At the **invitation** of the *President of the Linguistic Society of America*, I presented a talk on “The Teaching of Standard English” on a panel, *Bringing Linguistics to the Teaching of English*, at the annual meeting of the National Council of Teachers of English (NCTE), San Francisco, November 2003. The President of the LSA comments, that my “work in recent years has struck [him] as among the most important [he] has encountered in bringing ideas from linguistics into the classroom, and in particular for training teachers to overcome standard stereotypes about languages in dealing with linguistic minorities.” (letter of invitation, April 11, 2003).
- 2003c “Codeswitch to Close the Achievement Gap,” a workshop presented in the minicourse of the Assembly for the Teaching of English Grammar (ATEG), State College, PA, July 24, 2003. **Invited**

- 2003d “Using Students’ Vernacular to Teach Standard English,” a presentation to the annual meeting of the Assembly for the Teaching of English Grammar (ATEG), State College, PA, July 25, 2003.
- 2002a Invited: Plenary Speaker, Louisiana Association of College Composition, February 2002. Topic: “African American Vernacular English in the Classroom: Vantages and Practices.”
- 2002b “From Prescriptivism to Linguistic Habits of Mind: Fostering Discovery Learning of Linguistics in the Teacher Education Classroom,” a paper presented with the symposium from the Linguistics in the Schools Committee: *Bringing Linguistics into the Schools: Preparing K – 12 Teachers and Curricula*. Linguistic Society of America, San Francisco, CA.
- 2001a “What every Educated Person should Know about Language and Why,” a symposium organized and presented at the 2001 Annual Meeting of the Linguistic Society of America, January 2001, Chicago, IL.
- 2001b Southeastern Conference on Linguistics, Knoxville, Tennessee, April 4-5, 2001, “From Proper to Appropriate Grammar: Discovery learning of Linguistics in English 311, Christopher Newport University.”

GRANTS AND CONTRACTS AWARDED

Not funded: Wheeler, Rebecca and Kelly Cartwright. *Centers for Readers and Writers in Middle School*, a grant in partnership with Newport News Public Schools and the CNU Center for Service Learning and Civic Engagement, submitted to *Learn and Serve America*, a Federal funding agency. Grant Amount, Year 1: \$268,624. Notification July 31, 2010.

2007-2008: Principal Investigator: SCHEV (State Council on Higher Education of Virginia), *TELES: Technology Enhanced Learning of English and Science in Middle School*. With Co-PI, Dr. Raj Chaudhury, CNU Department of Physics and Co-PI Diane Gladstone, Director of Curriculum and Instruction, Northampton Middle School. TELES brings technology to the service of science learning and to using code-switching to teach Standard English to African American children in a in high poverty, rural middle school. **Amount funded: \$93,564 under the Title II, Part A – Improving Teacher Quality State Grants of the No Child Left Behind Program.**

2007-2008: Principal Investigator: Funded: \$27,000. Code-switching on Virginia’s Eastern Shore, Grades 6-8. Professional development funded by the Northampton County Public Schools. July 1, 2007 – May 15, 2008. **Amount funded: \$27,000.**

2007-2008: Consultant, US Department of Education – GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs, Grant # PRP334A050167). 2007 – 2008, Professional Development for teachers in Newport News Public Schools: Warrick High School as experimental group, Heritage High School as control group. Assessing efficacy of Code-switching in changing teachers’ attitudes, students’ self-efficacy and student Standard English performance. **\$20,000.**

2006-2007: Principal Investigator: Code-switching on Virginia's Eastern Shore, Grades 6- 9. Professional development funded by the Northampton County Public Schools, and the Virginia Department of Education. July 1, 2006 – May 15, 2007. **Amount funded: \$20,000.**

2006-2007: Consultant, US Department of Education – GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs, Grant # PRP334A050167). 2006 – 2007, consulting with An Achievable Dream Academy (grades 6 – 8). Goal: teachers use research based tools to foster Standard English mastery among African American students. **\$20,000.**

2003-2005: Consultant, US Department of Education – GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs. Grant # P334A990543-04.). 2003 – 2005, consulted with Huntington Middle School to bring teachers research based tools to foster Standard English mastery among African American students. Worked with 8th grade teachers. **\$20,000 per year.**

CONSULTING AND WORKSHOPS

Participant, Advisory Panel for U. S. Department of Education/National Center for Education Grant to Holly Craig PI, “Developing Contrastive Analysis for Teaching Academic Classroom English to Young African American English speaking Students.” May, 2011.

Participant, Expert Panel, convened by The University of Texas at Austin: Texas Education Research Center in response to call by the State Legislature of Texas. Advised Texas Legislature on recommended educational practices for Standard English Learners. November, 2010.

Podcast: Invited and Sponsored by Literacy Educator Training Consortium (LETC) Program, a special program offered by the Ohio Department of Education to train literacy specialists for schools with School Improvement status.

The Director of LETC writes: “The Consortium members (representing eight institutions of higher education in Ohio) are interested in creating a Podcast with you to use in our courses. Would you be willing to devote some time either before or after your presentation to help us with this? Would we be able to have access to your materials? We will, of course, pay you for your additional services.”

Sandberg Literacy Institute, University of Toledo, Three-hour code-switching work session. June 23, 2008.

The Institute Director writes: “This summer we are bringing together speakers who will help teachers think about how they can reach out to and engage reluctant students in literacy learning. To that end, on behalf of the entire Literacy Faculty I would like to invite you to join us during the Institute to help teachers think about their work in

dialectically diverse classrooms. We have been struck by the power of your work, and believe that the teachers with whom we work could learn much from your visit.”

United Federation of Teachers (New York City) Spring Conference (co-sponsored by the Urban Literacy Network, New York City Department of Education, New York State Department of Education). Three-hour code-switching workshop. May 10, 2008.

United Federation of Teachers, Teachers Center: Four-hour code-switching session. February 29, 2008. Invited to present by Bea Carson of the Professional Development Program of the UFT Teacher Center after she heard our presentation at the American Federation of Teachers, 2007.

Chicago Community Colleges and Chicago Public Schools. Half-day code-switching training for college faculty who teach developmental writing; full-day code-switching training for K-12 teachers of Chicago Public Schools. February 1-2, 2008.

Baltimore County Public Schools. Two three-hour code-switching workshops for K-12 teachers. December, 2007.

Urban Renewal Zone, University of Arkansas, Jonesboro. July 27, 2007. Six-hour professional development for teachers, university educators and administrators.

American Federation of Teachers, Washington, DC. July, 2007. At the invitation of the Darion Griffin, Assistant Director of Educational Issues, Swords and I presented a 3 hour seminar at the biennial QuEST conference (Quality Educational Standards in Teaching). Griffin has characterized my work as a key and missing piece in the national literacy landscape.

National Council of Teachers of English (NCTE) Consultant. Member of the NCTE consulting network with specialty in teaching Standard English in urban classrooms and improving minority students' writing.

Northampton School district, Eastern Shore, Virginia. 2004 – 2007. Working with English teachers (grades 6 – 8) to integrate Contrastive Analysis and code-switching into the writing curriculum. Goal: boost student performance on Virginia year-end writing tests and assure students gain skills required by broader society. Supported by the Va. Department of Education, through Old Dominion.

Riverside Elementary School, Newport News, VA: 2003 – 2004. I conducted a series of whole-school workshops on code-switching. These workshops taught teachers how to use the linguistic tools of code-switching and contrastive analysis to improve students English scores on statewide tests.

Interboro Business College, New York, New York: Spring 2004. Half-day workshop on code-switching to teach teachers how to help urban students to transition to Standard English.

Newport News School System: Riverside Elementary School, Huntington Middle School, Warwick High School. Currently, Newport News Office of Professional development is working to integrate code-switching into First Year teacher training, Second Year teacher training and Mentor training. 2003-2004.

Delgado Community College: I analyzed data from Delgado students' writing and gave 2 workshops helping teachers see how to respond to student vernacular language in the classroom, June 13, 2003.

Language Consultant: In a series of grammar videos for K – 4 students, slated for nationwide distribution to schools and libraries, I guided Schlessinger Media to move *beyond the traditional notional definitions*, into the use of *form and distribution as tests for determining parts of speech*. This series also features language variation as children play as sleuths discovering contrasting patterns of speech and writing.

NATIONAL SERVICE

Referee: *Linguistic Society of America Annual Conference, Conference on New Ways of Analyzing Variation, Conference on African American Language, National Science Foundation, Oxford University Press, Cambridge University Press, Heinemann, Blackwell.*

Committee on Language in the School Curriculum, Linguistic Society of America (LSA), (member 2002 – 2005; 2008-2011).

NCTE Spokesperson on Grammar, minority language and dialect. 2006- present.

The Undergraduate Program Advisory Committee, Linguistic Society of America (LSA) (member, 1999 – 2000, **chair**, 2001-2002).

Liaison, between the Linguistics in the Schools Committee of the LSA and the Undergraduate Program Advisory Committee of the LSA (2001-2002).

Executive Council, Assembly for the Teaching of English Grammar (ATEG) (2000 – 2003).

PROFESSIONAL MEMBERSHIPS

The Linguistic Society of America (LSA)

The National Council of Teachers of English (NCTE)

The Assembly for the Teaching of English Grammar (ATEG)

The American Association of Applied Linguistics (AAAL)

Association for Supervision and Curriculum Development (ASCD)

American Dialect Society (ADS)