

CURRICULUM VITA
DAVID JOHN BARTHOLOMAE

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EDUCATION

- 1975 Ph.D., Rutgers University (English). Dissertation: “The Early Novels of Thomas Hardy” (Julian Moynahan, Director)
- 1969 B.A., Ohio Wesleyan University (English)

ACADEMIC HONORS AND AWARDS

- 2018 Emeritus Professor of English, University of Pittsburgh
- 2013 Pennsylvania Professor of the Year: US Professors of the Year program, CASE and the Carnegie Foundation for the Advancement of Teaching
- 2008 ADE Francis Andrew March Award: “The award, established in 1984 to honor exceptional service to the profession of English, is named for Francis March (1832-1911), professor of English at Lafayette College and the first professor of English in America. The committee looks for candidates whose impact reverberates beyond the local to affect the ADE and MLA communities and the profession at large.” From the citation: “A pioneering scholar and practitioner of composition studies, Bartholomae has challenged the profession to expand the circumference of its attention, observe more keenly, and think more self-critically about what happens when people write and read. His vision of literacy is inclusive and coherent—and rich with possibility for all the agents, concepts, and artifacts involved: literature and composition; reading and writing; teacher and student; scholarly monograph, article, textbook, and class paper.”
- 2006 Exemplar Award: Conference on College Composition and Communication. “The CCCC Executive Committee presents, as occasion demands, the CCCC Exemplar Award to a person whose [career] ... represents the highest ideals of scholarship, teaching and service to the entire profession. The Exemplar Award seeks to recognize individuals whose record is national and international in scope....”

- 2005 Modern Language Association: Mina Shaughnessy Award for *Writing on the Margins: Essays on Composition and Teaching*. From the announcement: “The prize is awarded for an outstanding work in the fields of language, culture, literacy or literature with strong application to the teaching of English”; “[an] inspiring and invaluable collection of essays....”
- 1997-2002 Elected Member, Modern Language Association Executive Council
- 1995 Chancellor’s Distinguished Teaching Award, University of Pittsburgh
- 1992 Distinguished Sesquicentennial Alumnus, Ohio Wesleyan University
- 1985-89 Elected Officer, Conference on College Composition and Communication (Chair, 1987-88)
- 1987 Distinguished Achievement Award, Educational Press Association of America, for “Teaching Writing as Learning and Process.”
- 1982 Fulbright Lecturer, American Studies; Universidad de Deusto; Bilbao, Spain.
- 1981 Braddock Award (Award for best article in College Composition and Communication in 1980).

ACADEMIC POSITIONS

- 2018 Pitt in Cuba (Summer)
- 2017 Pitt in London (Spring)
- 2015 Pitt in Ecuador (Summer)
- 2013 Faculty Coordinator, PittMAP (Brazil, India, China)
- 2012 Pitt in London (Spring)
- 2011 Faculty Coordinator, PittMAP (Argentina, South Africa, China)
- 2009-2018 Charles Crow Chair of Expository Writing
- 1995-2009 Chair, Department of English
- 2015-16 Visiting Scholar, Universidad de Deusto, Bilbao, Spain
- 2009-10 Visiting Scholar, Universidad de Deusto, Bilbao, Spain
- 2005-06 Visiting Professor, Universidad de Deusto, Bilbao, Spain
- 1999-00 Visiting Professor, Universidad de Deusto, Bilbao, Spain
- 1989-90 Visiting Professor, Universidad de Deusto, Bilbao, Spain
- 1988 Writing Coach, Pittsburgh Post-Gazette

- 1987- Professor, University of Pittsburgh
- 1982-83 Fulbright Lecturer, Universidad de Deusto, Bilbao, Spain
- 1981-87 Associate Professor, University of Pittsburgh
- 1979-89 Center Associate, Learning Research and Development Center, University of Pittsburgh.
- 1980-89 Director of Composition, University of Pittsburgh
- 1975-81 Assistant Professor, University of Pittsburgh
- 1973-75 Assistant Professor (Adjunct), Rutgers College; Assistant Director of Freshman English, 1974-75

PUBLICATIONS

Books

Like What We Imagine: Writing and the University (University of Pittsburgh Press, 2021.)

A History of English at the University of Pittsburgh (on-line):

<https://wayback.archive-it.org/9461/20200128070205/http://www.english.pitt.edu/history>

Writing on the Margins: Essays on Composition and Teaching (Hardcover: Palgrave/Macmillan; Softcover: Bedford/St. Martins). 2005.

Awards: MLA Shaughnessy Award

“Best Books of 2005,” *Writing on the Edge*

The Teaching of Writing: The Eighty-fifth Yearbook of the National Society for the Study of Education, ed. with Anthony R. Petrosky (Chicago: NSSE and The University of Chicago Press, 1986).

Facts, Artifacts and Counterfacts: Reading and Writing in Theory and Practice, with Anthony R. Petrosky (Montclair, NJ: Boynton/Cook, 1986).

Chapter 1, “Facts, Artifacts and Counterfacts,” reprinted in A Sourcebook for Basic Writing Teachers, Theresa Enos, ed. (New York: Random House, 1987).

Textbooks

Ways of Reading: Words and Images, with Anthony R. Petrosky (Boston: Bedford Books, 2003).

Reading the Lives of Others: History and Ethnography, with Anthony R. Petrosky (Boston: Bedford Books, 1994).

Ways of Reading: An Anthology for Writers, with Anthony R. Petrosky (Boston: Bedford Books, 1987).

The textbook was singled out as innovative in a College English essay by Lynn Bloom, “The Essay Canon” (CE, March 1999) and in a follow-up article in The Chronicle of Higher Education.

Ways of Reading, 2nd edition, 1990.

Ways of Reading, 3rd edition, 1993.

Ways of Reading, 4th edition, 1996.

Ways of Reading, 5th Edition, 1999.

Ways of Reading, 6th Edition, 2002.

Ways of Reading, 7th Edition, 2004.

Ways of Reading, 8th edition, 2008.

Ways of Reading, 9th edition, 2011.

Ways of Reading, 10th edition, 2014, with Anthony R. Petrosky and Stacey Waite.

Ways of Reading, 11th edition, 2017, with Anthony R. Petrosky and Stacey Waite.

Ways of Reading, 12th edition, 2020, with Anthony R. Petrosky and Stacey Waite.

Resources for Teaching, with Anthony R. Petrosky (and Stacey Waite, 10th and 11th edition). Boston: Bedford/St. Martins; New York: Macmillan. A new edition to accompany each new edition of Ways of Reading.)

Reading, Writing, Reasoning, with Anthony Petrosky, Vivian Mihalakis and Stephanie McConachie. A high school textbook published by the Institute for Learning, Learning Research and Development Center, University of Pittsburgh.

Chapters in Books (not including Reprints)

“*The Plural I: The Teaching of Writing*.” With Peter Moe. In *Lost Texts In Rhetoric and Composition*. Deborah Holdstein, ed. Modern Language Association, forthcoming 2022.

“The University of Pittsburgh Press Series: Composition, Literacy, Culture.” With Jean Ferguson Carr. In *Editors in Writing: Behind the Curtain of Scholarly Publication in Writing Studies*. Greg Giberson, et al., eds. Utah State UP, forthcoming 2022.

“Ordinary Language and the Teaching of Writing,” On the move: Glancing Backwards to Build a Future in English Studies, Aitor Ibarrola-Armendariz and Jon Ortiz de Urbina Arruabarrena (eds.), AEDEAN (U of Deusto), 2016.

- “Composition,” Introduction to Scholarship in Modern Languages and Literatures, David Nicholls, ed. New York, MLA, 2007. 103-126.
- “Reflection on ‘Composition, Freshman English, and CCCC’,” in Views from the Center: The CCCC Chair’s Addresses, 1977-2005, Duane Roen, ed. Boston: Bedford/St. Martins, 2006.
- “Foreword.” Critical Passages: Teaching the Transition to College Composition, Kristin Dombek and Scott Herndon. New York: Teachers College P, 2004. ix-x.
- “Discourse and Politics in Composition Studies: Watson Conference Oral History #5”, in History, Reflection and Narrative: The Professionalization of Composition, 1963-1983. (Stamford, CT: Ablex, 1999), 283-295.
- “What is Composition? And If You Know What That Is, Why Do We Teach it?” in Composition in the 21st Century, Lynn Bloom, Donald Daiker and Edward White, eds. (Carbondale: Southern Illinois UP, 1996), 11-29.
- “The Argument of Reading,” in Argument Revised; Argument Redefined: Negotiating Meaning in the Composition Classroom, Barbara Emmel, Paula Resch and Deborah Tenney, eds. (Thousand Oaks: Sage Publications, 1996), 199-213.
- “Writing Errors,” in Encyclopedia of English Studies and Language Arts, Allan Purves (ed.). Urbana: NCTE, 1995.
- “‘I’m Talking About Allan Bloom’: Writing On a Computer Network,” in Network-Based Classrooms: Promises and Realities. Bertram Bruce, Joy Kreeft Peyton and Trent Batson, eds. (New York: Cambridge University Press, 1993), 237-263.
- “Around 1980,” in PRE/TEXT: The First Decade, Victor Vitanza, ed. (Pittsburgh: U of Pittsburgh Press, 1993), 287-299.
- “Producing Adult Readers, 1930-1950,” in The Right to Literacy, (New York: MLA Publications, 1990), pp. 13-29.
- “Telling Secrets: Student Readers and Disciplinary Authorities,” with Carolyn Ball and Laura Dice, in Developing Discourse Practices in Adolescence and Adulthood, Richard Beach and Susan Hynds, eds. Vol. 39, Advances in Discourse Processes. (Norwood, NJ: Ablex, 1990), pp. 337-59.
- “The Reading of Reading: I. A. Richards and M. A. Adler,” in Audits of Meaning, Louise Z. Smith, ed. (Portsmouth, NH: Boynton/Cook, 1988), pp. 55-71.
- “Writing on the Margins: The Concept of Literacy in Higher Education,” in A Sourcebook for Basic Writing Teachers, Theresa Enos, ed. (New York: Random House, 1987).

“Words from Afar,” in The Teaching of Writing, David Bartholomae and Anthony Petrosky, eds. (Chicago: University of Chicago Press, 1986), pp. 1-8.

“Wanderings: Misreadings, Miswritings and Misunderstandings,” in Only Connect: Uniting Reading and Writing, Thomas Newkirk, ed. (Montclair, NJ: Boynton Cook, 1986), pp. 89-119.

“Errors, Expectations and the Legacy of Mina Shaughnessy,” in The Territory of Language, Donald McQuade, ed. (Carbondale: Southern Illinois University Press, 1986).

“Inventing the University,” in When a Writer Can’t Write: Studies in Writer’s Block and Other Composing-Process Problems, Mike Rose, ed. (New York and London: The Guilford Press, 1985), 134-166.

Often reprinted, including:

The Norton Book of Composition Studies, Susan Miller (ed.). Norton, 2009.

Perspectives on Literacy, Eugene R. Kintgen, Barry M. Kroll and Mike Rose, eds. (Carbondale: Southern Illinois University Press, 1988; 2nd edition, with Ellen Cushman, ed., Bedford/St. Martins, 2001).

Teaching Composition: Background Readings, T.R. Johnson, ed. Boston: Bedford/St. Martins (1st ed., 2nd ed, 3rd ed, 2007).

“Wistful and Admiring: The Rhetoric of Combination,” in Sentence Combining: Toward a Rhetorical Perspective, Donald Daiker, Andrew Kerek, and Max Morenberg, eds. (Carbondale: Southern Illinois University Press, 1985), 303-321.

“Against the Grain,” in Writers on Writing, Tom Waldrep, ed. (New York: Random House, 1985), 19-29.

“Basic Writing: A Review,” with Glynda Hull, in Research in Composition and Rhetoric: A Bibliographic Sourcebook, Michael G. Moran and R.F. Lunsford, eds. (Westport, CT and London: Greenwood Press, 1984), 205-303.

Journals, Periodicals, Conference Proceedings

“Back to Basics,” *Journal of Basic Writing* (forthcoming, Spring 2020).

“That Went for a Walk/On the Camino de Santiago,” *The Smart Set* (May, 2019):
<https://thesmartset.com/a-long-walk/>

“In Search of Yasuní,” a travel narrative, *The Smart Set* (November, 2017):
<https://thesmartset.com/in-search-of-yasuni/>

“Teacher Teacher: Poirier and Coles on Writing,” *Raritan* (Winter 2017), 25-53.
<http://raritanquarterly.rutgers.edu/component/mtree/attachment/1988/333>

“From Arrigunaga to Yoknapatawpha: Ramiro Pinilla and William Faulkner,” *Critical Quarterly*, 58:3 (October 2016), 61-85.
<http://onlinelibrary.wiley.com/doi/10.1111/criq.12296/epdf>

“Time with David Bartholomae (interview),” Plangere CultureLab
<http://www.plangereculturelab.com/tcm/time-with-david-bartholomae/>

“Must We Mean What We Say?” *Writing on the Edge*. 22/1: Fall 2011. 17-33.

“Teaching On and Off the Tenure Track: Highlights from the ADE Survey of Staffing Patterns in English.” *Pedagogy*. 11:1 (Winter 2011). 7-32.

This was the lead article. The editors invited four substantial responses, all included in this issue: John Boe (UC/Davis), Anna K. Nardo (LSU), Joseph Harris (Duke) and Michael Murphy (SUNY/Oswego).

“The Pittsburgh Study of Writing.” With Beth Matway. *Across the Disciplines: Interdisciplinary Perspectives on Language, Learning and Academic Writing*. On-line: http://wac.colostate.edu/atd/articles/bartholomae_matway2010/index.cfm.

Selected for *Best of Independent Rhetoric and Composition Journals 2011*, Stephen Parks, et al., Eds, Parlor Press, 2013.

“Education in the Balance: On Receiving the ADE Francis Andrew March Award.” *ADE Bulletin*. 149 (2010). 65-73. (This is a new essay, not a republication of the ADE survey.)

“‘Inventing the University’ at 25: An Interview with David Bartholomae.” *College English* 73:3. (January 2011). 260-282.

“Everything was Going Quite Smoothly Until I Stumbled On a Footnote,” *Writing on the Edge* 20:1 Fall 2009, 73-85.

Finalist: 2009, Donald H. Murray Prize, NCTE. For the best essay/creative nonfiction on writing or teaching in 2009.

Selected for: *The Best of the Independent Rhetoric and Composition Journals, 2010*. Parlor Press, 2011. Steve Parks, Linda Adler-Kassner, Brian Bailie, and Collette Caton, eds.

Education in the Balance: A Report on the Academic Workforce in English in The Chair's Reference, Special Joint Issue, *ADE Bulletin* and *ADFL Bulletin*, Winter-Spring 2009, 24-72. See also http://www.mla.org/report_aw.

"Writing with Texts: An Interview with David Bartholomae," in *The Minnesota Review*, Jeffrey J. Williams, ed., Fall/Winter 2007, 95-115.

Reprinted on-line in *The Conversant* (February 2014)
<http://theconversant.org/staging/?p=6113>

Interview: "Take 20: Teaching Writing," a film by Todd Taylor, produced and distributed by Bedford/St. Martins P.

"Remarks in Honor of James F. Slevin," *ADE Bulletin*, 140(Fall 2006): 17-21.

"Literacy and Departments of Language and Literature," *PMLA*, 117 (2002): 1272-1278.

"Composition: 1900-2000," *PMLA*, 115(2000, Special Millennium Issue): 1950-55.

"The Life of the Author," *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition and Culture*. 1.3(Fall, 2001): 590-592. This is a response to three reviews of *Ways of Reading*.

"Stop Making Sense: An Interview with David Bartholomae," *Writing on the Edge*, 10.1(Fall 1999): 9-28.

Reprinted in: *Teachers on the Edge: The WOE Interviews, 1989-2017*, John Boe, David Masiel, Eric Schroeder, Lisa Sperber, eds. Routledge, 1971.

"Improving Your Writing," *What's the Word*, MLA radio show, released to PBS stations, Fall 1999.

"The Future of English," *Critical Quarterly*, 39.1 (Spring 1997): 3-7.

"On Poetry, Language, and Teaching: An Interview with Charles Bernstein," (with Paul Bove, Colin MacCabe, and Lynn Emanuel), *boundary 2*, 26.1 (Fall 1996): 45-67.

"Report of the ADE Ad Hoc Committee on Assessment," (with the committee), *ADE Bulletin*, 114 (Fall 1996): 2-13.

"Writing With Teachers" and "Response to Peter Elbow," *CCC*, February 1995, pp. 62-72; 84-87.

Reprinted in:
Conversations About Writing, July 2010
Inkshedding: Voices on Writing, Sargent/Paraskevas (eds). Thomson/Nelson, December 2004

Cross-Talk in Comp Theory: A Reader. Victor Villanueva (ed). NCTE: 1997.
An Insider's Guide to Academic Writing, 2/e, by Susan Miller-Cochran, Roy Stamper,
and Stacey Cochran, 2018.

“Reading and Writing in the Academy: A Conversation with David Bartholomae,” Issues in Writing, Fall 1993/Winter 1994, pp. 4-24.

“The Tidy House: Basic Writing in the American University,” Journal of Basic Writing, Spring 1993, 4-21.

Mentioned in “Back to Basics,” The New Republic, Feb 8, 1993, 18.

Reprinted in:

Landmark Essays in Basic Writing, Kay Halasek and Nels Highberg (eds.). Lawrence Erlbaum (2000).

“Interview with David Bartholomae and John Gage,” Componere, publication of the English Department, University of Oregon. Fall, 1993, 111-117.

“A Reply to Stephen North’s ‘Personal Writing, Professional Ethos, and the Voice of Common Sense’,” PRE/TEXT, Spring/Summer, 1990, Nos. 1&2, pp. 122-130.

“Freshman English, Composition, and CCCC,” College Composition and Communication (February 1989), pp. 38-51.

Reprinted in:

Views from the Center: The CCCC Chair’s Addresses, 1977-2005, Duane Roen, ed. Boston: Bedford/St. Martins, 2006.

“Inventing the University,” Journal of Basic Writing, 5 (Spring 1986), 4-23. Abridged and reprinted from chapter in When a Writer Can’t Write, Mike Rose, ed.).

“Teaching Writing as Learning and Process,” with Glynda A. Hull, Educational Leadership, 43 (April 1986), 44-53. Selected for Educational Leadership on Tape (April 1986).

Reprinted in:

Readings on Research from “Educational Leadership”, 1987.

“Signs of the Self: The Problem of Autobiography” Letras de Deusto(October 1983).

“Washington Irving, primer hispanista norteamericano,” with Joyce Dunlop Bartholomae, El Correo Espanol (July 15, 1983), 47.

“Writing Assignments: Where Writing Begins,” Fforum (Fall 1982), 35-46.

Reprinted in:

Fforum: Essays on Theory and Practice in the Teaching of Composition, Patricia L. Stock, ed. (Montclair, NJ: Boynton/Cook, 1983).

“The Study of Error,” College Composition and Communication (October 1980), 253-69.

Reprinted in:

Teaching Writing: Landmarks and Horizons, Christina R. McDonald and Robert McDonald, eds. The essay is introduced by John Trimbur. SIU Press, 2005.

Conversations About Writing, Elizabeth Sargent (ed.), Canada: Nelson Thompson, 2004.

Composition Pedagogy in Perspective: Landmarks and Horizons, 1965-1999, Calendar Island Publishers, 2002.

On Writing Research: CCC Braddock Essay's, 1975-1998, Lisa Ede (ed). Boston, Bedford Books, 1999.

Teaching Academic Literacy, Katherine Weese, S. Fox and S. Greene, eds. (Lawrence Erlbaum Associates, 1999).

The Writing Teacher's Sourcebook (2nd ed), Gary Tate and Edward P.J. Corbett, eds. (New York: Oxford University Press, 1988; 3rd edition, 1994; 4th edition, 2000)

Rhetoric and Composition: A Sourcebook for Teachers and Writers (Revised 2nd Edition), Richard L. Graves, ed. (Montclair, NJ. Boynton/Cook, 1984).

Composition Review, James Collings, William McCleary and Thomas Morrissey, eds. (State University of New York and Research Foundation, State University of New York, 1982).

LRDC Reprints, Learning Research and Development Center, (University of Pittsburgh, 1981/82).

with WPA Board of Consultant Evaluators, “Writing Program Evaluation: an Outline for Self-Study,” WPA: Journal of the Council of Writing Program Administrators (Winter 1980).

“Teaching Basic Writing: An Alternative to Basic Skills,” Journal of Basic Writing, (Spring/Summer 1979), 85-109.

Reprinted in:

A Sourcebook for Basic Writing Teachers, Theresa Enos, ed. (New York: Random House, 1987).

Dialogue on Writing: Rethinking ESL, Basic Writing and First Year Composition.. (Lawrence Erlbaum, 2002)

“Language in Use: Theories of Reading and Writing,” Proceedings of the Conference on the Integration of Composition and Reading, Elois Scott, ed. (Gainesville, FL, 1979).

Teaching Composing: Papers from the University of South Carolina 1977 Conference for Teachers of Composition. Ed., with Erika Lindemann, Rick Coe, Susan Miller and Joseph Comprone (Columbia, SC: University of South Carolina through funds from NEH, 1978).

“In Defense of Basic Writing,” Moreover (February 1977).

“Teaching Ourselves to Teach Basic Writing,” PCTE Bulletin 35 (April 1977), 9-21.

Reprinted in:

Selection II (Bloomington, Indiana: English Curriculum Study Center, 1977).

Reviews

Textual Carnivals: The Politics of Composition, Susan Miller (Southern Illinois University Press, 1991), CCC, December 1991, pp. 510-512.

Essay Review: The Making of Knowledge in Composition, Stephen North (Boynton/Cook, 1977) in Rhetoric Review (Spring 1988, pp. 224-230).

Less Than Words Can Say, Richard Mitchell (Little Brown, 1979) in College Composition and Communication (February 1981).

Essay Review: Errors and Expectations: A Guide for the Teacher of Basic Writing, Mina Shaughnessy (Oxford University Press, 1977), in Linguistics, Stylistics and the Teaching of Composition, Donald McQuade, ed. (Akron, OH: L&S Books, 1979), 209-220.

Writing: Process and Product, Susan Miller (Winthrop, 1976) in College Composition and Communication 28(February 1972), 67-69.

Series Editor, University of Pittsburgh Press Publication Series: “Composition, Literacy and Culture” (Series founder; Co-editor with Jean Ferguson Carr, 1989-present)

Prize-winning books:

Lester Faigley, Fragments of Rationality: Postmodernity and the Subject of Composition. Winner of the MLA Mina Shaughnessy Award; Winner CCCC Outstanding Book Award

John Brereton, The Origins of Composition Studies in the American College, 1875-1925. Winner of the CCCC Outstanding Book Award

Thomas Miller, The Formation of College English. Winner of the MLA Mina Shaughnessy Award.

Sharon Crowley, Composition in the University: Historical and Polemical Essays. Winner of MLA Shaughnessy Award.

Jacqueline Jones Royster, Traces of a Stream: Literacy and Social Change Among African American Women. Winner MLA Shaughnessy Award.

Susan Miller, Assuming the Positions: Cultural Pedagogy and the Politics of Commonplace Writing. Winner of the CCCC Outstanding Book Award; Choice 1999 Outstanding Academic Book award.

Paul Kameen, Writing/Teaching: Toward a Rhetoric of Pedagogy. Winner of the CCCC Outstanding Book Award.

Suresh Canagarajah, A Geopolitics of Academic Writing. Winner of the Gary A. Olson Award for the Best Book in Rhetoric and Theory, JAC.

Mary Soliday, The Politics of Remediation. Winner of the CCCC Outstanding Book Award, 2004.

Richard Miller, Writing at the End of the World. Winner of the NCTE/CEA James Britton Award.

Sharon Crowley, Toward a Civil Discourse: Rhetoric and Fundamentalism. Winner: NCTE David H. Russell Award; JAC Gary Olson Award; CCCC Outstanding Book Award; RSA Outstanding Book Award

Byron Hawk, *A Counter-History of Composition: Toward Methodologies of Complexity*. Winner: 2008 W. Ross Winterowd Award (Journal of Advanced Composition); Honorable Mention 2008 MLA Mina Shaughnessy Award

Thomas Rickert, *Acts of Enjoyment: Rhetoric, Zizek and the Return of the Subject*. Winner, 2008 Gary Olson Award (Journal of Advanced Composition)

Walter H. Beale, *Learning from Language: Symmetry, Asymmetry and Literary Humanism*, Honorable Mention, 2009 MLA Mina Shaughnessy Award

Jane Stanley, *The Rhetoric of Remediation: Negotiating Entitlement and Access to Higher Education*. 2010 MLA Mina Shaughnessy Award.

David Fleming, *From Form to Meaning: Freshman Composition and the Long Sixties, 1957–1974*. 2011 MLA Mina Shaughnessy Award. Winner, CCCC Outstanding Book Award, 2012.

Diane Davis, *Inessential Solidarity*, JAC Ross Winterowd Award

Ann Jurecic, *Illness as Narrative*, chosen for the list of *Outstanding Academic Titles* for 2012 by the journal *Choice: Current Reviews for Academic Libraries*.

Rebecca Dingo, *Networking Arguments: Rhetoric, Transnational Feminism, and Public Policy Writing*, 2013 W. Ross Winterowd Award for outstanding book on Composition Theory.

Thomas Rickert, *Ambient Rhetoric*, 2014 CCCC Outstanding Book Award

Risa Applegarth, *Rhetoric in American Anthropology: Gender, Genre, and Science*, 2016 CCCC Outstanding Book Award

Iswari Pandey, *South Asian in the Middle South*, 2017 CCCC Advancement of Knowledge Award

Rasha Diab, *Shades of Sulh: The Rhetorics of Arab-Islamic Reconciliation*, 2018 CCCC Outstanding Book Award

Rebecca Lorimer Leonard, *Writing on the Move: Migrant Women and the Value of Literacy*, 2019 CCCC Outstanding Book Award

Candace Epps-Robertson, *Resisting Brown: Race, Literacy, and Citizenship in the Heart of Virginia*. The Outstanding Book Award from the Coalition for Community Writing, 2019.

Burrows, Cedric. *Rhetorical Crossover: The Black Rhetorical Presence in White Culture*. NCTE, 2021 David H. Russell Distinguished Research Award.

GRANTS

- 2010 Heinz Endowments: \$160,000 (with Cindy Skrzycki) to support English department internships
- 2000 Basque Government (Spain): 1,050,000 pesetas (about \$6,000) to develop a curriculum and materials for writing courses in English
- Basque Government: 900,000 pesetas (about \$5,000) to develop a curriculum and purchase materials for a course in American Film and American Literature for the faculty in English Philology.
- 1989 Annenberg/CPE, “ENFI Project” (computer networks for composition instruction), \$10,000.
- 1989-93 Mellon Foundation, “Varieties of Reasoning,” Principal researcher with Robert Glaser, Lauren Resnick and 8 other research teams at LRDC, \$1,650,000.

- 1984 Digital Equipment Corporation, “Computer Assisted Instruction in Basic Writing.” Principal researcher with Robert Glaser and Alan Lesgold. (\$340,000 equipment grant)
- 1984 “Western Pennsylvania Writing Project (with Anthony R. Petrosky: \$28,000 from National Writing Project and Pittsburgh Board of Education).
- 1983-86 Ford Foundation, “Using Cognitive Research and Computer Technology to Improve Writing Skills in Low-Performing College Students,” Principle Researcher, with Robert Glaser and Alan Lesgold. (\$415,912)
- 1982 Sole Source Contract, The National Assessment of Educational Progress, to develop test specifications and items for The 4th National Assessment of Writing, \$10,000 (with Anthony Petrosky).
- 1978-79 NCTE Research Grant for “A Study of the Composing Process of Basic Writers” (\$2,436).
- 1977 National Endowment for the Humanities. With Erika Lindemann (Principle researcher), Joseph Comprone, Susan Miller and Rick Coe. \$40,000 from NEH to run an Institute for Teachers of Composition. This program received notice in articles in Change and The Chronicle of Higher Education.

TECHNICAL REPORTS/OTHER

2011, 2013: Editor: PittMAP blog *Around the World in 120 Days*, featuring student writing, sponsored by the *Pittsburgh Post-Gazette*: <http://communityvoices.post-gazette.com/all-categories/itemlist/category/168-pittmap-around-the-world-in-120-days?start=60>

The University of Pittsburgh Study of Writing: A Report on Writing in the School of Arts and Sciences Undergraduate Curriculum, with Beth Matway, 2009. (The full report can be found at: <http://www.academic.pitt.edu/assessment/pdf/Pitt-writing-study.pdf>.)

with Anthony Petrosky, “Close analysis, evaluation and response: A domain description.” The 3rd National Assessment of Reading and Literature. Denver: The National Assessment of Educational Progress, 1977.

“Literary Structures and Devices,” prepared for The 3rd National Assessment of Reading and Literature. Denver, 1978.

with the committee. Test Specifications: Third National Assessment of Reading and Literature (Denver: Educational Commission of the States, 1980).

with the committee, Writing Objectives: 1983-84 Assessment (Denver: Education Commission of the States, 1982).

with Anthony Petrosky, "To Detroit, possibly: Assessing students' performance in conventional literary forms." The 4th National Assessment of Writing. Denver: Education Commission of the States, 1983.

"Project Report: Computer Assisted Instruction in Composition." PACE Meetings, Digital Equipment Corporation. October 1984.

RECENT INVITED PAPERS, KEYNOTE ADDRESSES, SPECIAL PRESENTATIONS

2015: Plenary address, AEDEAN (Asociación Española de Estudios Anglo-Norteamericanos): "Ordinary Language and the Teaching of Composition."

2015: ADE, "The English Major: The View from the Outside In"

2013: Texas A&M, "Ways of Reading"

2013: University of Hyderabad (India), Centre for English Language Studies: "The Teaching of Writing in the US University"

2012: Rutgers University, Alumni Lecture, "Teacher Teacher: Composition, Rutgers, the 1970s"

2011: Quinnipiac University, "Ways of Reading"
University of Pittsburgh, Bradford: "The Pittsburgh Study of Writing"

2010: "Ways of Reading," Western Carolina University. August.
"Reading and Writing; or, Tales Out of School," University of Florida. October.

2009: The ADE Staffing Survey," April, U of North Dakota
Ways of Reading," University of North Dakota
The ADE Staffing Survey, CCCC

2008: "The ADE Staffing Survey," ADE Summer Seminar East (West Virginia U)
"The ADE Staffing Survey," ADE Summer Seminar West (U of New Mexico)
"Ways of Reading," University of South Carolina

2007 "Revision as Writing/Writing as Revision," MLA
"The ADE Staffing Survey: A Preliminary Report," ADE Summer Seminar
"Ways of Reading," Boise State University
"Scholarship In Composition," University of Connecticut.
"Be Clear and Concise; Use Definite, Specific, Concrete Language—or Else!" University of Louisville

- 2006 Universidad de Deusto: Keynote Address, Spring Conference. "Language and Literature in the University Curriculum: a View from the US"
 Universidad Autonoma de Madrid, Facultad de Filosofía y Letras. "The Scholarship in Composition: 1965-2005"
- 2005 ADE Summer Seminar: "Writing In and Out of English"
 ADE Frederick March Award Ceremony: "Jim Slevin and the University as a Site of Encounter"
- 2004 Texas A&M/Commerce: "Living in Style": Keynote Address: EGAD Conference
 Ohio Wesleyan University: "Everything Was Going Quite Smoothly Until I Stumbled on a Footnote," The Inaugural David Osborne Lecture.
- 2003 ADE: "The Writing Program and English Studies"
 MLA: "Listen Carefully: A Tribute to Andrea Lundsford"
 Harvard: "The Harvard Study of Writing"
- 2002 Cornell University, Cornell Consortium for Writing in the Disciplines, "Speaking in Tongues."
 MLA Conference on the Relation Between English and Foreign Languages in the Academy, "Departments of Language and Literature."
 AACU, "The MLA Staffing Report and the Faculty in English"
- 2001 University of Michigan, Sweetland Writing Seminar: "Genres of Student Writing"
 Cornell: Knight Writing Seminar, "The Harvard Project"; "A Thrice Told Tale"
- 1999 Keynote Address, Southeast Conference of Writing Centers, "The Sentence"
 University of California/Davis, "Composition, the University and the Culture of Distraction"
 Lehigh University: Seminar and Public Lecture, "Practical Criticism: Composition and the Undergraduate Curriculum"
 Cornell University: "The Simple Truth: Writing and Assessment"
 ADE, "The Economics of English; or, on the Institutional Money Map, You are Here."
- 1998 University of Southern Maine, Libra Distinguished Lecturer Series, "Writing on the Margins: Student Writing in the Undergraduate Curriculum"
 Cornell, John S. Knight Summer Seminar. "Composition and Its Institutional Context."
 University of Michigan. Sweetland Writing Seminar, "The Value of Student Writing" and "Responding to Student Writing."
- 1997 University of Michigan, lecture and seminar to inaugurate the new Sweetland Writing Center and undergraduate Writing Program
 Oakland Community College (Michigan), "Ways of Reading"
 Associated Departments of English, "Writing and Literature in the English Department"
 Cornell University: "Writing about Reading"

- Cornell University, “Student Writing and the Culture of Distraction”
- 1996 University of North Dakota, “Ways of Reading,” “Conversation with Steven Dilks”
Houston Area Community College, “Ways of Reading”
Watson Conference, University of Louisville, Plenary Lecture, “Professionalism,
Curriculum, Politics”
University of Washington, “Writing and Schooling”
Cornell University, “Writing and the Undergraduate Curriculum”
AAHE: “Faculty Evaluation in English”
ADE: “Outcomes Assessment and the English Department”
- 1995 Temple U, Conference on Writing in the Disciplines, Plenary Lecture, “History as
Writing in the Undergraduate Curriculum”
- 1994 Holy Cross College/Worcester Polytechnic U: “Composition and Cultural Studies”
SUNY/Buffalo: lecture and colloquium, “What is Composition”
VMI; Spilman Symposium on Issues in Teaching Writing, “Writing and Revision.”
Humboldt State University: Criticism, Composition and English Studies,” lecture and
seminar.
- 1993 Keynote address, WPA Conference on Composition in the 21st Century, Miami
University, “What is Composition?” Also as invited lectures at:
Indiana University
University of Illinois
University of Goteborg, Sweden: Plenary Address (plus seminar), ASLA (Swedish
Association for Applied Linguistics), “The Role of Revision in the University
Language Curriculum”
CCCC Winter Workshop: “Revision as Negotiation”
University of Oregon, “Freshman English and the University Curriculum,” lecture and
seminar.
University of Chicago: Institute on Issues in Teaching and Learning, “Revision as
Negotiation” and “Working with Texts”
- 1992 “Working with Texts: Student Representations of Tradition, Power and Authority,
Southern Connecticut State University, New Haven, CT.
“Writing Theory/Critical Theory,” Plenary Speaker, Spring Rhetoric Conference,
University of Southern California
“Ways of Reading,” Farmington High School, Farmington, CT.
“The Englishing of America: Who Does What To Whom and Why in Writing Courses,”
Keynote Address, Conference on Teaching, University of Arizona.
Spring Institute, “Teaching Writing and Social Difference,” (two seminars,
“Revision as Negotiation,” “Writing from Texts”), University of Chicago
“Constructing Adult Readers,” Purdue University
“Revision as Negotiation,” Keynote Address, Oregon Conference on Composition and
Teaching, Portland State University.

“The Practice of Writing and the Critique of the Author,” faculty seminar and public lecture, University of Minnesota.
“The Teaching of Writing,” Faculty seminar, Weber State University
“Beyond Dichotomies: Representing Current Research in Composition and Rhetoric,” CMU
“The Tidy House,” Keynote Address, 4th National Basic Writing Conference (noted in The New Republic)

- 1991 “Working With Texts: Students Writers and Academic Readings”
Bowling Green State University
John Carroll University
Keynote Address, Northeast Conference on English in the Two-Year College, Baltimore
“Working with Texts”—two plenary lectures, Wyoming Conference on English, Laramie, WY
“The Reader, The Writer, The Text,” Keynote Address, Northeast Regional Conference on English in the Two-Year College, Baltimore.

Faculty Seminar, Wellesley College
“Writing Theory/Critical Theory,” Center for the Study of Writing, UC Berkeley
Faculty Seminar, California State University/Chico

- 1990 “Writing is What Gets Written,” Keynote Address, Connecticut Council of Teachers of English
“Tradition, Power and Authority,” Northern Arizona University

COURSES TAUGHT

Composition: I have designed and taught the full range of undergraduate courses, from Basic Writing to Advanced Composition: Prose Style.

Literature: Introduction to Critical Reading; American Literary Traditions; Junior Seminar; Senior Seminar; The Literature of the Outdoors; The Victorian Period; 19th Century British Literature; Reading Poetry

Graduate: Teaching Seminar; Introduction to Composition Studies; Figuring Writing; Contemporary Rhetoric; Ordinary Language and the Teaching of Writing.

MFA Manuscript Committees

- 1981 Ed Gelzheiser (Fiction)
1989 Mary Moodey (Fiction)
1985 Boyd Allen (Poetry)
1984 Garnett Kilberg (Fiction)
1987 Julie McCollister (poetry)

- 1997 Karen Roach (Fiction)
- 1996 Marilyn Annucci (Poetry)
- 1995 Kristin Herbert (Poetry)
- 2013 Maria Sholtis (Nonfiction)

PH.D. DISSERTATION COMMITTEES (chaired committees in bold)

- 2018: **Matthew Overstreet**, “Writing the Flux: William James and Composition in an Age of (Dis)Connection.” Khalifa University, Abu Dhabi.

Carrie Hall, “The Boredoms, Failures of Attention, and a Pedagogy of Opening.” Assistant professor at City College of Technology, Brooklyn, NY.

- 2015: **Peter Moe**, "Toward a Rhetoric of Syntactic Delivery." Associate Professor of English and Director of Campus Writing at Seattle Pacific University.

Jessica Isaacs, "Compliant Circulation: Children’s Writing, American Periodicals, and Public Culture, 1870-1920." Project Director, Books@Work, a public humanities initiative.

Stephanie Kane-Mainier (Education), “How are Genre and the Work of Poetry Represented by 10th grade Anthologies.” Institute for Learning, University of Pittsburgh

- 2014: Nathan Heggins Bryant, “Working in the Belly of the Beast: The Productive Intellectual Labor of US Prison Writers, 1929-2007. Lycoming College, Instructor; Cal State Chico, Lecturer.

- 2013: Jean Bessette, “Composing Historical Activism: Anecdotes, Archives, and Multimodality in Rhetorics of Lesbian History.” Rhetoric Society of America Dissertation Award (Assistant Professor, U of Vermont)

- 2012 Hannah Gerrard, “The Teaching of Writing and the Public Work of the Transnational University.” (Lecturer, Massey University, New Zealand)

Dahlani Reynolds, “Composition and Public Engagements: Project English, NEH Seminars, and the National Writing Project. (Assistant Professor, Roger Williams University)

- 2010 Jennifer Whately, “Writing With Readers: Written Comments and the Teaching of Composition.”

Stacey Waite, “Teaching Queer: Possibilities for Writing, Reading, and Knowing” (Assistant Professor, U of Nebraska)

- 2008 **Tara Lockhart**, “Revising the Essay: Intellectual Arenas and Hybrid Forms,” Associate Professor, San Francisco State U
- 2005 Chris Warnick, “Radical Readers and the Crisis of Literacy.” Assistant Professor, the College of Charleston
- 2004 Fernando Feliu-Moggi (Spanish), “Caliban in the City of Light: Paris in the Latin-American *Cronica* from Modernismo to the Avant-Garde.”
- 2003 Sergio Ramirez Franco (Spanish), “El negocio de la memoria: escritura y sujeto autobiografico en la literatura latinoamericana (1970-2002)
- 2002 Corey Clay Shouse (Spanish), “The Unwriting of the Lettered City: Fiction, Fragmentation and Postmodernity in Colombia”
- 1999 **Julia Sawyer**, “Telling Time: Temporality and the Educational Enterprise.” Chairman and Major Advisor. Educational Consultant, Pittsburgh.
- Guillermina Walas-Mateo (Spanish), “Entre Dos Americas: Memorias de desplazamiento e identidades fronterizas en narrativas de Latinas de los 90.”
- 1998 **Gwen Gorzelski**, “Echoes Half Heard: Community Activists, Collective Movements. Chairman and Major advisor. Assoc. Professor, Wayne State Univ., Colorado St. Univ.
- 1997 Aristides Escobar-Argana (Spanish), “Mas Alla de los Grandes Patriarchas: Nueva Representaciones en la Produccion Literaria Latinoamericana”
- Manuel Perez-Saiz (Spanish), “La Decada Prodigiosa Escribe Novelas: La Narrativa Espanola de los Sesenta”
- 1996 Andrea Yanuzzi (Spanish), “De La Utopia Al Apocalipsis: Cultura Politica de Fin de Siglo y La Ciudad Ausente de Ricardo Piglia”
- Stephen Sutherland**, “In-Citing Change: The Pedagogical Politics of Revision and Citation,” Chairman and Major Advisor. Assistant Professor, University of Missouri/Columbia; taught with the Harvard Expos Program; currently Asst Prof, U of Massachusetts/Boston.
- Paula Kristofik, “The Signification of Chalk: Teacher/Students-in-the-Classroom, John Dewey and U.S. Progressive Education, and the Desire of Pedagogy.” Assistant Professor, Eastern Kentucky U.
- 1995 **Matthew Willen**, “Composing Mountaineering: The Personal Narrative and the Production of Knowledge in the Alpine Club of London and the Appalachian Mountain

- Club, 1858-1900,” Chairman and Major Advisor. Assoc. Professor, Elizabethtown College.
- Christine Ross, “The Natural Law of Standard English and the Practical Criticism of Emily Dickinson.” Assistant Professor, University of California, Irvine; now at Quipinniac College.
- Linda Jordan, “Learning to Read in the Real Sense: Stories of Reading and American Schooling,” Associate Professor, La Roche College
- 1994 Barbara McCarthy, “Riding the Break: Disciplinary Change in Contemporary English Studies.” Assoc. Dean, Massachusetts Bay Community College
- Steve Parks, “A History of ‘The Students Rights to Their Own Language’ Resolution as Promulgated by the CCCC, 1974.” Assistant Professor, Temple U; now Associate Professor, Syracuse U.
- Kathleen Welsh**, “Nineteenth Century Composition: The Relationship Between Pedagogical Concerns and Cultural Values in American College, 1850-1890.” Associate Professor, Clarion University
- 1993 **Richard Miller**, “Representing the People: Theoretical and Pedagogical Disjunctions in the Academy,” Chairman and Major Advisor. Professor and Chair, Rutgers University
- Donna Dunbar-Odom**, “Speaking for Others: Failed Claims of Liberatory Pedagogy,” Chairman and Major Advisor. Full Professor, East Texas State University
- Samuel Gordon, “Carlos Pellicer: Su universo literario,” (Spanish)
- 1990 Carolyn Ball, “Having the Right Kind of Life: Producing Personal Experience in the Writing Classroom.”
- 1989 **Minzhan Lu**, “Representations of the ‘Other’: Theodore Dreiser and Basic Writers,” Chairman and Major Advisor. University Professor, U of Louisville
- 1988 Suzanne Maile Miller, “Collaborative Learning in Secondary Classroom Discussions of Expository Texts”
- 1987 James W. Parlett, “Confer: An ICAI System for Prewriting and Reflective Inquiry”
- 1987 Daniel Hibbs Morrow, “The Relation Between Feature Alternation and Error in Writing Among University Freshmen Who Select Features of Black American English in Speech”
- 1986 **Marilyn DeMario**, “Tea and Literacy: An Ethnographic Inquiry into the Social Construction of Literacy by Basic Reading and Writing Students,” Chairman and Major Advisor.

- 1984 Lionel Menasche, “Discourse Mode, Enabling Metaphors, and Styles of Closure in the Composing Process: Two Case Studies Based on Interruption Interviews.”
- Lynn Buncher Shelley**, “The Writer and the Text: Deconstruction and the Teaching of Composition,” Chairman and Major Advisor. Lecturer: Univ of Pittsburgh; WVU
- 1983 Glynda A. Hull, “The Editing Process in Writing: A Performance Study of Experts and Novices.” Major Advisor. Professor, U of California, Berkeley, School of Education
- 1982 Karen Hjelmervik, “The Examination of Trends in the Written Products of Basic Reading and Writing Students over the Course of a Term.” Professional Writer, IRS
- Marilyn Thomas (Music), “Disparities for Ensemble and Electronic Tape.”
- 1981 Katherine Lynch, “The Architecture of George Herbert’s Devotion.”
- 1980 **Susan Wall**, “Revision in a Rhetorical Context: Case Studies of First Year College Writers.” Chairman and Major Advisor. Professor, Northeastern U
- 1979 Ken Dowst, “The Rhetoric of Utopian Fiction.” Assistant Professor, U of Iowa

PROFESSIONAL SERVICE

Editorial Boards

- 2014-17 PMLA Advisory Committee
- 1999- Pedagogy
- 1985- Journal of Basic Writing
- 1985-90 Written Communication
- 1988-93 College Composition and Communication
- 1992-98 College English

Professional Office

- 2003–7 ADE: Executive Council
President, 2006
- 1997-2002 MLA: Executive Council:

Elected to serve a 5-year term as a member of the 14 person Executive Council. The Executive Council has fiduciary responsibility for the association and meets three times a year to make decisions about association policy, finances and activities.

The MLA has over 30,000 members in 100 countries representing teaching and research in English and Foreign languages and literatures.

- 1995-00 Executive Committee: MLA Division on Writing
- 1988-89 Chair, Program Committee, 2nd MLA Literacy Conference
- 1987-88 Chair, CCCC (as part of a 4-year executive cycle)
NCTE, Executive Committee
- 1986-87 CCCC, Associate Chair; Program Chair for national convention
- 1982-85 CCCC, Executive Committee
- 1977-82 WPA (Writing Program Administrators), Board of Directors

Other Notable Professional Service

- CCCC: Exemplar Award Committee
- MLA: Nominating Committee
- ADE: Chair, Ad Hoc Committee on Staffing
- ADE: Task Force on Assessment
- MLA: Working Group on Organizational Structure
- MLA: Shaughnessy and Mildener Prize Committees
- MLA: Ad Hoc Committee on MLA Style (changed format for documenting electronic publications)
- CCCC: Ad Hoc Committee on Exemplary Service
- CCCC: Task Force on the Future of the Organization
- CCCC: Nominating Committee
- CCCC: Committee to Select CCC editor
- Advisory Board, Western Pennsylvania Writing Project
- Board of Directors, Martha's Vineyard Institute on Writing and Teaching
- Committee to Review the Editor, CCC
- Evaluator, ENFI Project, Galludet University (funded by Annenberg Foundation)
- Co-Founder, Western Pennsylvania Writing Project
- Consultant Evaluator, WPA
- Bibliography Committee, Victorian Division, MLA
- Reader for a variety of journals, publishers and university presses.

Department and Writing Program Evaluations/ Consultancies

University of Chicago; Harvard University; UC Berkeley; Duke University; Princeton; NYU; Ohio State University; University of California/Santa Cruz; University of Colorado/Boulder;

University of Michigan; University of California/Davis; University of Oregon; University of Washington; Louisiana State University; Mary Washington College; Washington and Lee; University of Houston; Missouri Western State College; BYU; University of Cincinnati; University of Delaware; Queens College (CUNY), Texas A&M University, Elizabethtown College, SUNY Buffalo.

April 2022