

John Michael Spartz, PhD

Curriculum Vitae

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Education

Ph.D. English Language and Linguistics | August 2008

Purdue University - West Lafayette, Indiana

Dissertation: *Do you want to come with?: A cross-dialectal, multi-field, variationist investigation of with as particle selected by motion verbs in the Minnesota dialect of English*

Committee: Margie Berns and Victor Raskin (co-chairs), Salvatore Attardo, Myrdene Anderson

M.A. English Studies and Linguistics | July 2004

University of Minnesota Duluth - Duluth, Minnesota

B.S. English Teaching (writing option) | June 1997

Winona State University - Winona, Minnesota

Professional Experience

Assistant Professor | 2009-Present

University of Minnesota Duluth - Department of Writing Studies

Lecturer | 2008-2009

Purdue University - Department of English

Graduate Instructor and Teaching Assistant | 2004-2008

Purdue University - Department of English

Teaching Assistant | 2002-2004

University of Minnesota Duluth - Department of Composition

High School English Teacher | 1997-2002

Minnesota Independent School District #181 - Brainerd Senior High School

Publications

Forthcoming Journal Articles

Spartz, J. M. (under review). Rhetorical savvy as social skill: Modeling entrepreneur identity construction within educational content management systems. Invited submission to a special issue of *The Writing Instructor (TWI)*.

Conard-Salvo, T., & **Spartz, J. M.** (revise and resubmit). Listening to revise: Mainstream uses of text-to-speech software in the writing center. *The Writing Center Journal (WCJ)*.

Spartz, J. M. (in preparation). Employing prosodic analysis to the constituency identification of *come* and *go with* in Minnesota: Extending cross-dialectal, variationist methodologies. *American Speech*.

Refereed Conference Proceedings

Spartz, J. M., & Cramer, J. (2009). A sign of the times: A glimpse at semiotics in the academy. In T. Prewitt and J. Deely (Eds.), *Semiotics 2006: Proceedings of the 2006 Semiotic Society of America Annual Meeting*. Ottawa: Legas Press.

- Spartz, J. M.** (2008). Can prosodic cues accurately identify constituent boundaries with cross-dialectal homophones?: *With* as a particle in the Minnesota English dialect. Emily Tummons and Stephanie Lux (eds.). *Proceedings of the 2007 Mid-America Linguistics Conference, Kansas Working Papers in Linguistics (KWPL)*, Vol. 30, [329-342].
- Spartz, J. M.** (2007). Acronym understanding and disambiguation: Arguments for an ontological semantic approach to NLP. *Proceedings of the Fourth Midwest Computational Linguistics Colloquium (MCLC-4)*, West Lafayette, Indiana: Purdue University.
- Spartz, J. M.** (2007). Matched guise in the composition classroom: Assessing student attitude toward lexical selection. *Proceedings of the 5th Annual Hawaii International Conference on Arts & Humanities*, Honolulu, Hawaii: ISSN #1541-5899.
- Spartz, J. M.**, Malaia, E., & Falk, C. (2005). Methodology and tools for ontological semantic acquisition. *Proceedings of the Second Midwest Computational Linguistics Colloquium (MCLC-2)*, Columbus, Ohio: Ohio State University.
- Riley, K., & **Spartz, J. M.** (2004). Web development: A missing link in business communication textbooks?" *Proceedings of the Conference of the Association for Business Communication*. Accessible at: <http://pkp.ubc.ca/abc/ojs/index.php>.
- Riley, K., **Spartz, J. M.**, & Mackiewicz, J. (2004). Writing readable consent forms: How useful is the advice given by IRBs?" In *IPCC 2004: Communication Frontiers* (Proceedings of the 2004 IEEE International Professional Communication Conference), Piscataway, NJ: IEEE, 1-13.

Book Reviews

- Spartz, J. M.** (2007). Review of *Mastering ESL and bilingual methods: Differentiated instruction for culturally and linguistically diverse (CLD) students* by Socorro G. Herrera and Kevin G. Murry. In *TESOL Quarterly*, 41:4, 835-838.
- Spartz, J. M.** (2005). Review of *Teaching and learning grammar: The prototype construction approach* by Myra Linden and Arthur Whimbey. In *Teaching English in the Two Year College (TETYC)*, 31:1, 82-86, Urbana, IL: NCTE.

National Conference Presentations

- Spartz, J. M.** (January, 2010). (Re)visiting the with of come with in the Upper Midwest Dialect: Towards an extension of cross-dialectal, variationist methodologies. *2010 American Dialect Society (ADS) Annual Meeting*, Baltimore, Maryland.
- Spartz, J. M.** (October, 2009). (Re)visiting the with of come with in the Upper Midwest Dialect: Towards an extension of cross-dialectal, variationist methodologies. *Mid-America Linguistics Conference 2009 (MALC)*, Columbia, Missouri: University of Missouri.
- Spartz, J. M.** (November, 2008). Cross-dialectal homophonous categorial demarcation using prosodic cues: *With* as a particle in the Minnesota English dialect. *American Dialect Society session of the 50th Annual Midwest Modern Language Association (M/MLA) Convention*, Minneapolis, Minnesota.
- Conard-Salvo, T., & **Spartz, J. M.** (April, 2008). Listening to revise: Mainstream uses of text-to-speech software in the writing center. *Conference on College Composition and Communication (CCCC)*, New Orleans, Louisiana.
- Spartz, J. M.** (October, 2007). Can prosodic cues accurately identify constituent boundaries with cross-dialectal homophones?: *With* as a particle in the Minnesota English dialect. *Mid-America Linguistics Conference 2007 (MALC)*, Lawrence, Kansas: University of Kansas.

- Spartz, J. M.** (April, 2007). Acronym understanding and disambiguation: Arguments for an ontological semantic approach to NLP. *Fourth Midwest Computational Linguistics Colloquium (MCLC-4)*, West Lafayette, Indiana: Purdue University.
- Spartz, J. M.** (January, 2007). Matched guise in the composition classroom: Assessing student attitude toward lexical selection. *5th Annual Hawaii International Conference on Arts & Humanities*, Honolulu, Hawaii.
- Spartz, J. M.**, & Cramer, J. (October, 2006). A sign of the times: A glimpse at semiotics in the academy. *Semiotic Society of America 2006 Annual Meeting*, West Lafayette, Indiana.
- Spartz, J. M.** (April, 2006). Do you want to come with?: A syntactic analysis of 'with' constructions in the Minnesota English dialect. *PCA/ACA National Conference*, Atlanta, Georgia.
- Spartz, J. M.**, & Malaia, E. (March, 2006). Ontological semantic (OS) support for digital identity management (DIM): Expanding the ever-expanding domain. Poster Presentation, *7th Annual CERIAS Symposium*, West Lafayette, Indiana: Purdue University.
- Spartz, J. M.** (June, 2005). Web accessibility and its impact on student learning: A qualitative study. *Computers and Writing Online 2005*, Hosted by Kariosnews: <http://www.kairosnews.org/>.
- Spartz, J. M.**, Malaia, E., & Falk, C. (May, 2005). Methodology and tools for ontological semantic acquisition. *Second Midwest Computational Linguistics Colloquium (MCLC-2)*, Columbus, Ohio: Ohio State University.
- Riley, K., **Spartz, J. M.**, & Mackiewicz, J. (October, 2004). Writing readable consent forms: How useful is the advice given by IRBs? *IEEE International Professional Communication Conference*, Minneapolis, Minnesota: University of Minnesota.
- Riley, K., & **Spartz, J. M.** (March, 2004). The rhetoric of web accessibility. *Association of Teachers of Technical Writing (ATTW)*, San Antonio, Texas.

Local/Regional Presentations

- Spartz, J. M.** (April, 2010). Ethos, ethics, and entrepreneurship: Professional writing and rhetoric in a cross-disciplinary venture. Paper Presentation, *Word Association Colloquium Series*, University of Minnesota Duluth.
- Spartz, J. M.** (November, 2007). Business writing for entrepreneurs: Tailoring the curriculum to meet student needs. *Professional Writing Technology and Pedagogy Showcase*, Purdue University.
- Spartz, J. M.** (November, 2006). Consulting with Adventure Cycling to develop interpretive materials for its Underground Railroad bike tour. *Professional Writing Technology and Pedagogy Showcase*, Purdue University.
- Spartz, J. M.** (September, 2006). A sign of the times: A glimpse at semiotics in the academy. *Linguistics Lunch Series*, Purdue University.
- Spartz, J. M.** (April, 2006). Verbs of movement in Minnesotan: An analysis of particles in grammatical constructions. *Purdue Linguistics Association (PLA) Symposium 2006*, Purdue University.
- Mallett, K., Haan, J., & **Spartz, J. M.** (April, 2006). Grant writing in applied linguistics: Negotiating the process. *Purdue Linguistics Association (PLA) Symposium 2006*, Purdue University.
- Spartz, J. M.**, Strong, E.A., & Cheung, Y.L. (September, 2005). Ontological semantics and LSA: Applying semantic theory to future research in ontological semantics. As part of *LSA 2005: The Dialogue Continues*. Panel Presentation, *Linguistic Lunch Series*, Purdue University.

Spartz, J. M., Lynch, P., & Mallett, K. (May, 2005). English 106 and ICL Integration Program: The annotated bibliography project. Invited Presentation, *Purdue University Librarian's Retreat*, Purdue University.

Spartz, J. M. (April, 2004). Getting accepted: Strategies and advice for further graduate study. Invited Presentation, University of Minnesota Duluth.

Riley, K., & **Spartz, J. M.** (March, 2004). Arguments for web accessibility: A rhetorical analysis. Paper Presentation, *Word Association Colloquium Series*, University of Minnesota Duluth.

Courses Taught

Assistant Professor | University of Minnesota Duluth | 2009-

Writing 3140: Advanced Writing - Human Services (1 section)

Writing 3140 is designed to foster the advanced/professional writing, research, and analysis skills of students in the human service professions (e.g., teaching, communication science disorders, social work). Throughout the semester, students prepare publicly-consumable documents for a variety of stakeholders in their future professions. Each project is designed to inculcate an ability to determine, analyze, and develop documents in a significant number of genres routinely employed in the future career-field of each student. As part and parcel of developing these projects, students are charged with carrying out and applying systematic and thorough primary and secondary research in their respective discourse communities. Ultimately, through the course projects, class correspondence through Moodle, and interaction with the professional community at large, students are exposed to and become familiar with the rhetorical principles necessary for successful communication in the human service professions.

Linguistics 1811: Introduction to Language (2 sections)

This course provides a basic introduction to the theoretical study of natural language, using examples primarily from present-day English. Students are expected to gain analytical skills for understanding how human language and the human mind work. Further students come to recognize the systematic organization of the main sub-fields of language study: sound structure (phonetics and phonology), word structure (morphology), sentence structure (syntax), and meaning (semantics and pragmatics). In addition, the course addresses language variation and a variety of sociolinguistic topics. Because *Linguistics 1811* is typically populated by aspiring educators, the overarching goal of the course is to help students discover the applicability of linguistics to their future careers while heightening their sensitivity to and understanding and awareness of language and its function in society at large.

Writing 1120: College Writing (2 sections)

This course, meeting three times per week, helps students become analytical thinkers, critical researchers, and effective readers by writing argumentative papers focused on a specific topic of the students' choosing. The course projects help students write effective argumentative theses clear claims, and directly-relevant, documented evidence. Student efforts result in well-organized, clear, convincing pieces of academic writing. The process of writing is practiced throughout the semester, with specific focus on choosing a topic, conducting effective research, organizing ideas, drafting, peer reviewing, revising, and editing. Meeting once weekly in an instructional computer lab, students are also able to develop computer and online database skills.

Writing 1017: Freshman Honors Seminar - The Rhetoric of Popular Culture (1 section)

The Rhetoric of Popular Culture is designed to develop students' skills in critical reading, thinking, and application as they reflect on the ways that they are products of and have an influence on popular culture, in that the ways their thoughts, feelings and actions are—in some sense—constructed in response to and reflected in the popular culture that surrounds them. Ultimately,

the course is designed to increase student awareness of how their lives, their identities, are shaped, constructed, and influenced by popular culture. Further, the course endeavors to increase an ability to critically analyze the world(s) in which students live, and the importance of said ability. Students conduct relevant primary and secondary research, using the information gathered to build and defend a rhetorically-sophisticated argument regarding the relationship between identity and popular culture.

Lecturer, Graduate Instructor, Teaching Assistant | Purdue University | 2004-2009

English 505M: Practicum for Teaching Professional Writing (2 sections)

Associate Instructor with David Blakesley

This course, for which I was an associate instructor, prepares new instructors in Purdue's Professional Writing Program to educate a diverse population of advanced undergraduates. The course curriculum addresses both theoretical and practical issues; new instructors are exposed to a variety of technologies common to professional writing and professional writing pedagogy, how to evaluate student work and offer productive feedback, and how to connect the rhetorical theory that informs the course to the needs and demands of the professional world. As an associate instructor, my duties included planning class sessions, presenting and discussing course projects, supplying and evaluating sample work, and providing informal and formal mentoring throughout the semester—duties that coincided with my position as a Professional Writing Mentor.

English 420E: Business Writing for Entrepreneurs (3 sections)

As an option course for the Certificate in Entrepreneurship and Innovation, in association with the Burton D. Morgan Center in Discovery Park at Purdue University, English 420E endeavors to teach students the rhetorical principles and writing practices useful for launching and nurturing successful entrepreneurial ventures. The curriculum, which I was responsible for developing, is guided by the practices of business, industry, and society at large, as well as the needs of Purdue students; it emphasizes the importance of research, writing, and communication in entrepreneurship and innovation throughout an array of business, industry, and social contexts, focusing on the rhetorical practices necessary to shape business communication ethically, for multiple audiences, in a variety of professional and entrepreneurial situations. Much like English 420, students are required to work within and utilize the course technology in carrying out their projects which include the development of a variety of entrepreneur-related texts: job materials, a market analysis and strategy, a business plan, presentations, a policy manual, elevator pitches, and some documentation of project contributions.

English 420: Business Writing (6 sections)

English 420 introduces advanced undergraduates from a variety of majors (e.g., management, agriculture, organizational leadership and supervision, and several others in the liberal arts) to the principles and practices necessary for successful and ethical business communication. Students are introduced to rhetorical principles indispensable for making choices that lead to the successful planning, research, and creation of numerous types of texts. Students draft employment documents, white papers, and complete a public document (service learning) project for a community or campus organization. Students also utilize the course technology, Drupal—an open-source content management system—which facilitates communication and allows for comprehensive and consistent documentation of contributions to the course and its projects. All projects stress the quantity and quality of communication, both written and oral, expected in the professional world, as well as collaboration and audience awareness.

English 227: Elements of Linguistics (3 sections)

Offered through the English Department at Purdue University, this course is the introductory linguistics course for students typically pursuing degrees in English, English Education, Elementary Education, or a variety of others in the liberal arts; thus, the core curriculum is a synthesis of what is known about human language, its structure, its universality, and its

diversity—with specific focus on language in its social setting, as well as language in relation to other aspects of human inquiry and knowledge. In my specific sections of the course, the objectives are two-fold: to help students discover the applicability of linguistics to their future careers and to heighten their sensitivity to and understanding and awareness of language and its function in society at large. The primary language of focus for this course is English.

Linguistics 201: Elements of Linguistics (1 section)

This introductory linguistics course is offered through the Linguistics Department and the Office of Interdisciplinary Studies at Purdue University. Students enrolled in Linguistics 201 are typically pursuing degrees in either linguistics, speech, language, and hearing sciences (SLHS), or foreign language and linguistics; thus, the core curriculum addresses the major theoretical sub-fields of linguistics including phonology, morphology, syntax, semantics, and pragmatics in an introductory fashion, while introducing students to problem-solving techniques, with material drawn from a variety of languages.

English 106: Introduction to Composition (2 sections)

This required, 4-credit course met five days per week: two days in a traditional classroom setting, one day in an instructional-computing lab, and two days in individual or small group conferences. The course and its curriculum provides students with opportunities for extensive practice in writing clear and effective prose, coupled with instruction in organization, audience, style, and research-based writing. Students are positioned in specific and often times complex rhetorical situations to which they must respond with sophisticated, well-researched, written, and designed documents. Students are asked to understand and engage multiple audiences through complex and multi-faceted projects—some of which require collaboration.

ESOL Intermediate Vocabulary (1 section)

This course, offered at the Purdue Village ESOL School, focuses on situational or script-based vocabulary in order to provide intermediate-level ESL students with the necessary lexical items and expressions for carrying out daily activities such as grocery shopping, going to the Bureau of Motor Vehicles, the post office, the hospital, and other such public places. Typical students are the spouses of Purdue University graduate students who require facility with standard terminology, including idioms, used in their daily lives as members of the greater English-speaking community. Utilizing a variety of methods grounded in ESL pedagogical theory, this course provides students with numerous opportunities to recognize, learn, practice, and apply mid-level English words to typical communicative interactions.

ESOL Academic Writing: Composition (1 section)

This Purdue Village ESOL School writing course is grounded in second language writing theory and endeavors to assist high-intermediate to advanced ESL students in learning how to write in English at the university level. The majority of students are already enrolled in Purdue University courses—typically at the graduate level—and are seeking degrees in any number of fields. Course emphasis is on fostering and developing techniques for generating, organizing, and conveying ideas clearly to an academic audience. Particular techniques practiced in the class include brainstorming, free writing, outlining, researching, and proofreading. Additional course emphasis is placed on reading to improve students' abilities to write academic English.

Teaching Assistant | University of Minnesota Duluth | 2002-2004

Linguistics 1811: Introduction to Language (1 section)

Teaching Assistant to Kathryn Riley

This course, for which I served as the graduate student teaching assistant, focused on the theoretical study of the nature of language and its application, and included a survey of linguistic science (sound system, structures, words, meaning, first language acquisition, and sociolinguistics). As a teaching assistant, I was responsible for exam grading, providing tutoring to

enrolled students, and creating and teaching several lessons—including writing systems, pragmatics (Gricean Maxims), and morphology.

Composition 1120: College Writing (2 sections)

Meeting three times per week, this course helps students become analytical thinkers, critical researchers, and effective readers by writing argumentative papers focused on a specific topic of the students' choosing. The course assignments help students write an effective argumentative thesis supported by clear claims and directly-relevant, documented evidence, resulting in a well-organized, clear, convincing piece of academic writing. The process of writing is practiced throughout the semester, with specific focus on choosing a topic, conducting effective research, organizing ideas, drafting, peer reviewing, revising, and editing. Meeting once weekly in an instructional computer lab, students are also able to develop computer and online database skills.

College Writing Workshop

Graduate Tutor

Working in the College Writing Workshop as a graduate tutor for seven hours per week, I assisted students with assignments and concepts covered in their Composition 1120: College Writing classes. My approach to tutoring was non-directive, student-centered, and skill-focused, allowing students to determine the course of the consultation sessions; topics ranged from grammar and mechanics to the negotiation of available research materials to the development (and revision) of theses and claims for student argumentative essays.

Administrative Experience and Curriculum Development

Instructional Mentor for Professional Writing Program | 2007-2008

Purdue University

As the Instructional Mentor in the Professional Writing Program, my responsibilities included curriculum development, staff development, and assisting the director and assistant director of the program with administrative duties. I was also responsible for the development and revision of instructor resources for the Professional Writing Program which were made available on the program website. As mentor, I was the initial point of contact for instructors with questions regarding professional writing courses, curriculum, and pedagogy.

Curriculum Developer for English 420E: Business Writing for Entrepreneurs | 2007

Purdue University

Due to a Burton D. Morgan Center for Entrepreneurship and Innovation grant received by David Blakesley, head of the Professional Writing Program at Purdue University, I was given the responsibility of researching, developing, promoting, and maintaining the curriculum for English 420E: Business Writing for Entrepreneurs. This course serves as a new "option course" for the Certificate in Entrepreneurship and Innovation, a cross-disciplinary program designed to inspire and teach students to be innovators and entrepreneurs through a series of five three-credit courses. In these courses, of which English 420E is one option, students learn the theory and practice related to starting and running new business ventures, as aligned with the goals of the Burton D. Morgan Center for Entrepreneurship and Innovation as part of the Kaufmann Foundation Campuses Initiative.

Professional Writing Curriculum Review Committee | Spring 2006

Purdue University

As a committee, we reviewed and revised course descriptions and goals for three core courses in the professional writing program: business, technical, and multimedia writing. In consort with these revisions, we updated the program's list of required and recommended textbooks.

Curriculum Development Assistant for English 629: Modern English | Summer 2006
Purdue University

As a selected assistant to Tony Silva, I conducted archival research in the Purdue University Library System to locate, screen, organize, and collect support materials for a proposed new course offering in the English Department—a course that was accepted in the fall of 2006 to be a standard part of the curriculums of the English Language and Linguistics and English as a Second Language Programs.

Research Experience

Research Assistant | Purdue University

International Writing Centers Association Grant | 2007

Tammy Conard-Salvo

For this assistantship, I was selected from a pool of applicants to conduct research on an IRB-approved study, *Beyond Disabilities: Text-to-Speech Software in the Writing Center*. My duties included assisting in the development of the employed research methods as well as the research materials, including pre- and post-study surveys and focus group questions. Further, I was charged with the duties of soliciting subjects, administering and collecting surveys, and compiling and analyzing the data. Further, I scheduled the focus group sessions to solicit responses to our major research questions. Finally, I acted as co-investigator during the focus group and transcribed the recorded responses gathered in those sessions.

National Science Foundation (NSF) Grant #0428554 | 2005-2006

Victor Raskin

As a full-time, year-long research assistant in the *Center for Education and Research in Information Assurance and Security (CERIAS)*, I investigated new avenues of resource expansion and conducted ontological acquisition for the Digital Identity Management domain for Information Assurance and Security as part of the cross-disciplinary Information and Assurance Security (ITR) research project. The bulk of my responsibilities were centered on finding domain-relevant corpora, extracting domain-specific lexical items (focusing on acronyms), and providing a linguistic analysis of those items for commitment to the pre-existing ontological semantic resources developed over the last decade by the members of the *Natural Language Processing Lab* at Purdue University.

Department of Defense (DOD) Grant #H98230-04-1-0226 | Summer 2005

Victor Raskin, Melissa Dark, Marc Rogers, and Josh Boyd

As a full-time, summer research assistant in the *Center for Education and Research in Information Assurance and Security (CERIAS)*, I was charged with researching, collecting, and organizing materials (e.g. syllabi, course descriptions, program descriptions, and supporting literature) from American institutions identified as *National Centers of Academic Excellence in Information Assurance Education (CAE/IAE)*. The DOD grant funded our group in capacity building in Information Assurance and Security, which led to the development of curricula for several new courses to be included in the interdisciplinary undergraduate, M.S., and Ph.D. programs offered at Purdue University.

Research Assistant | University of Minnesota Duluth

Composition and English Department Grant | Summer 2004

Linda Miller-Cleary and Michael D. Linn

As a part-time research assistant funded jointly by the English and Composition Departments, I researched and collected information regarding required state standards in English Language and Linguistics for institutions of higher learning desiring accreditation of their education programs; this research was in support of a pending revision of *Linguistics for Teachers* in order to more closely match its contents with the content presented in course offerings associated with the standards for accreditation in all 50 states.

University of Minnesota Duluth Chancellor's Small Grant | Summer 2003

Kathryn Riley

As a part of an on-going project investigating the types of rhetorical appeals used by specific audiences associated with web-accessibility standards, I collected, organized, and analyzed arguments presented in web-based and archival, contemporary literature. The overarching goal of the project was to determine what, specifically, the related members of the web community were saying insofar as the *World Wide Web Consortium (W3C) Standards* were concerned. Ultimately, I was responsible for the meta-analysis of the rhetorical appeals—*ethos*, *pathos*, and *logos*—issued forth by advocates for the adoption of the *W3C Standards*.

National Science Foundation (NSF) Grant | Summer 2003

Kathryn Riley

As a part-time, summer research assistant, I was responsible for collecting, organizing, and conducting a linguistic analysis of model consent forms provided by 30 American universities from three research categories as classified by the Carnegie Foundation on Education. Ultimately, this analysis—which addressed issues from word choice to voice to sentence complexity—endeavored to determine how useful the advice provided by *Institutional Review Boards (IRB)* is for achieving the requisite readability of said consent forms.

Grants and Awards

Chancellor's Small Grant (\$750)

University of Minnesota Duluth | Spring 2010

Chancellor's Small Grant (\$750)

University of Minnesota Duluth | Fall 2009

College of Liberal Arts Travel Grant (\$500)

University of Minnesota Duluth | Fall 2009

Nominated for a Graduate School Outstanding Dissertation Award

Purdue University Graduate School | August 2008

Purdue Research Foundation Summer Dissertation Research Grant (\$2,536)

Purdue University Research Park | Summer 2008

Purdue University Travel Grant (\$250)

Department of English | Spring 2007

International Writing Centers Association Grant (\$900)

Purdue University Writing Lab | 2007

National Science Foundation Grant #0428554 (\$18,000 of support and health insurance)

CERIAS | 2005-2006

Department Of Defense Grant #H98230-04-1-0226 (\$4,500 of support)

CERIAS | Summer 2005

Information and Computer Literacy (ICL) Integration Program Fellowship (\$1,250)

Purdue University Libraries | Fall 2004

University of Minnesota Graduate School Block Grant Fellowship (\$4,000)

University of Minnesota Duluth | Fall 2003

University Professional Service

Advanced Writing Assessment Committee

University of Minnesota Duluth | 2009

Midwest Computational Linguistics Colloquium (MCLC-4)

Co-Chair | Spring 2007

Purdue Linguistics Association Symposium

Chair | Spring 2007

Graduate Student English Association (GradSEA) Constitution Committee

Committee Member | Fall 2007

Graduate Student English Association (GradSEA)

English Language and Linguistics Program Representative | 2005-2007

Purdue Linguistics Association (PLA)

President | 2005-2007

Symposium on Second Language Writing (SSLW) 2006

Symposium Assistant | Summer 2006

Purdue Linguistics Association (PLA)

Founding (re-establishing) Member | 2005

International Association of World Englishes (IAWE) 11th Annual Conference

Conference Committee Member | Spring-Summer 2005

Sycamore Review: Literature, Opinion, and the Arts

Fiction Editorial Assistant | 2005

University of Minnesota Graduate Council

Student Member-Duluth | 2004

Professional Memberships

American Dialect Society

Association of Teachers of Technical Writing

Conference on College Composition and Communication

Linguistic Society of America

Midwest Modern Language Association

Modern Language Association

National Council of Teachers of English

References

Jill D. Jensen, Associate Professor

Department Head

Department of Writing Studies – University of Minnesota Duluth

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Margie Berns, Professor

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Victor Raskin, Distinguished Professor of English and Linguistics

Founding Chair, Interdisciplinary Program in Linguistics

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David Blakesley, Professor

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Patricia Sullivan, Professor

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Dossier

Julie Henderson

Credential Coordinator

Department of English – Purdue University

500 Oval Drive, West Lafayette, Indiana 47907