

VITA

Mary M. Juzwik

(September 2010)

Mary M. Juzwik is an associate professor of Language and Literacy in the Teacher Education (TE) department at Michigan State University. She teaches undergraduate and graduate courses in writing, discourse, and English education and coordinates the secondary English Education program. She is affiliated with the Rhetoric, Writing, and American Cultures Program and the English department at MSU and is a principal investigator at the Literacy Achievement Research Center. Mary holds degrees in English from the University of Wisconsin, Madison (PhD), Middlebury College (MA), and Wheaton College (BA). She spent six years working as a middle and high school English teacher in a range of contexts in the United States, including the Navajo Nation in northern Arizona. She now studies issues related to literacy teaching and learning, including linguistic and cultural diversity in English classrooms; writing theory and instruction; teacher identity; ways of reading, writing, and talking about Holocaust literature; and ways of supporting dialogically organized instructional practices in teaching and teacher preparation. Mary's work engages with diverse scholarly traditions such as narrative studies, interactional sociolinguistics, and rhetorical theory. Mary received the National Council of Teachers of English Promising Research Award, the Ghoddousi Mentor Award, and the MSU College of Education Excellence and Innovation in Teaching Award. She has published articles, essays, reviews, and commentaries in journals including *Across the Disciplines*, *American Educational Research Journal*, *Applied Linguistics*, *College Composition and Communication*, *Educational Researcher*, *English Education*, *English Journal*, *Journal of the Council of Writing Program Administrators*, *Linguistics and Education*, *Narrative Inquiry*, *Teachers College Record*, *Teaching and Teacher Education*, and *Written Communication*. Mary also recently published *The Rhetoric of Teaching: Understanding the Dynamics of Holocaust Narratives in an English Classroom* (Hampton, 2009).

CONTACT INFORMATION

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1814 Shubel Avenue
 Lansing, MI 48824
 USA

EDUCATION

University of Wisconsin, Madison, WI, USA
 Department of English.
 Rhetoric and Composition Program
 Minor in Curriculum and Instruction

Ph.D. 2003

Middlebury College, Middlebury, VT, USA Bread Loaf School of English Department of English	M.A.	1998
Wheaton College, Wheaton, IL, USA Department of English Certification Program in secondary English language arts education	B.A.	1993

FACULTY POSITIONS

Associate Professor, Michigan State University Department of Teacher Education, Language and Literacy Program Co-subject area leader, secondary English		2009-present
Assistant Professor, Michigan State University Department of Teacher Education, Language and Literacy Program		2004-2009
Assistant Professor, Northern Arizona University Department of English, English Education Program Undergraduate English Education advisor		2003-2004

K-12 TEACHING

Instructor Pre-college Enrichment Opportunity Program for Learning Excellence University of Wisconsin, Madison Course: Music Makes Me Write (7 th and 8 th graders)		2002
Instructor Center for Talented Youth Johns Hopkins University Course: Writing the Expository Essay (students ages 10-15)		2000
Curriculum Coordinator Bridge School (Boulder, CO) Responsibilities: Advising teachers about instruction and assessment, coordinating and compiling school-wide curriculum, developing student portfolio evaluation program		1998-1999
English Teacher English Department Chair Bridge School Courses: English 7, 8, 9, 10, 11 (designed English curriculum for all grades)		1996-1999

Language Arts Teacher 1994-1996
Ganado Middle School (Navajo Nation)
Courses: 8th grade language arts and reading
Responsibilities: Coordinating school wide administration of 8th grade Arizona State Assessment Program and school wide administration of district writing assessment.

Elementary Teacher 1993-1994
Kinlichee Bureau of Indian Affairs Boarding School (Navajo Nation)
Responsibilities: Taught self-contained 5th and 6th grade classroom; served as faculty representative, Parent Involvement Committee.

Student Teacher 1993
Proviso East High School (Chicago, IL)
Courses: senior British literature, 9th grade reading (taught diverse students, including African-Americans [predominant group], Latino/as, Asian Americans, and European Americans)

PUBLICATIONS

Refereed articles

Richmond, G., Juzwik, M. M., Steele, M. (in press). Trajectories of teacher identity development across institutional contexts: Constructing a narrative approach. *Teachers College Record*.

Juzwik, M. & Ives, D. (2010). Small stories as resources for performing teacher identity: Identity-in-interaction in an urban language arts classroom. *Narrative Inquiry*, 20(1), 37-61.

Heintz, A., Borsheim, C., Caughlan, S., Juzwik, M. M., & Sherry, M. B. (2010). Video-based response & revision: Dialogic instruction using video and web 2.0 technologies. *Contemporary Issues in Technology and Teacher Education*, 10(2). Retrieved from <http://www.citejournal.org/vol10/iss2/languagearts/article2.cfm>.

Hall, L., Johnson, A., Juzwik, M., Wortham, S., & Mosley, M. (2010). Teacher identity in the context of literacy teaching: Three explorations of classroom positioning and interaction in secondary schools. *Teaching and Teacher Education*, 26(2), 234-243.

Juzwik, M. M., Nystrand, M., Kelly, S., & Sherry, M. B. (2008). Oral narrative genres as dialogic resources for classroom literature study: A contextualized case study of conversational narrative discussion. *American Educational Research Journal*, 45(4), 1111-1154.

Caughlan, S. C., Juzwik, M. M., & Adler, M. (2008). From research to practice: Recontextualizing the CLASS program across boundaries. *English Education*, 41(1), 66-86.

Juzwik, M. M. & Sherry, M. B. (2007). Expressive language and the art of English teaching: Theorizing the relationship between literature and oral narrative. *English Education*, 39(3), 226-259.

Juzwik, M. M. (2006). Situating narrative-minded research: A response to Anna Sfard's and Anna Prusak's 'Telling identities.' *Educational Researcher*, 25(9), 13-21.

Juzwik, M. M., Curcic, S., Wolbers, K., Moxley, K., Dimling, L., & Shankland, R. (2006). Writing into the twenty- first century: An overview of research on writing, 1999-2004. *Written Communication*, 23(4), 451-476.

Juzwik, M. M. (2006). Performing curriculum: Building ethos through narrative in pedagogical discourse. *Teachers College Record*, 108(4), 489-528.

Juzwik, M. M. (2004). What rhetoric can contribute to an ethnopoetics of narrative performance in teaching: The significance of parallelism in one teacher's narrative. *Linguistics and Education*, 15(4), 359-386.

Juzwik, M. M. (2004). The dialogization of genres in teaching narrative: Toward a theory of hybridity in the study of classroom discourse. *Across the Disciplines: Interdisciplinary Perspectives on Language, Learning, and Academic Writing*, 1. <http://wac.colostate.edu/atd/>.

Juzwik M. M. (2004). Towards an ethics of answerability: Reconsidering dialogism in sociocultural literacy studies. *College Composition and Communication*, 55(3), 536-567.

Juzwik, M. M. (2003). Handling curricular resources: An examination of two teachers' tactical appropriation of first-year composition curricula. *The Journal of the Council of Writing Program Administrators*, 27(1-2), 40-58.

Juzwik, M. M. (1999). Our Ithacas: A ninth grade reflection. *English Journal*, 89(2), 87-93.

Juzwik, M. M. (1999). A vision of the possible: How adolescents built a rhetoric about place. *Ohio Journal of the English Language Arts*, 40(1), 46-58.

Books and theses

Duke, N.K., Caughlan, S., Juzwik, M. M., Martin, N. *Reasons for reading, reasons for writing: Doing genre with purpose in K-8 classrooms*. Book in revision, Heinemann Press. (Projected publication 2011)

Rex, L. & Juzwik, M. M. (Eds.). (in press). *Narrative discourse analysis for teacher educators: Managing cultural difference in the classroom*. Cresskill, NJ: Hampton Press. (Projected publication 2010)

Juzwik, M. M. (2009). *The rhetoric of teaching: Understanding the dynamics of Holocaust narratives in an English classroom*. Cresskill, NJ: Hampton Press.

Juzwik, M. M. (2003). *Towards a rhetoric of teaching: An investigation of teaching as performance in a middle-level Holocaust unit*. Unpublished doctoral dissertation, University of Wisconsin, Madison.

Book chapters

Juzwik, M. M. & Caughlan, S. Making Student Voices Count: Inviting Dialogic Interactions in Diverse Classrooms. In Brass, J., Kirkland, D. & Petrone, R. (Eds.), *Contemporary language and literacy pedagogies: Sociocultural and critical approaches*. Chapter in preparation.

Juzwik, M. M. Spoken narratives. (in press). In J. P. Gee and M. Handford (Eds.), *Routledge Handbook of Discourse Analysis*. New York: Routledge.

Juzwik, M. M. & Ferkany, M. (in press). Discourse-oriented research and democratic justice. In Miller, sj & Kirkland, D., *Moving social justice from theory to policy: Qualitative research tools*. New York: Peter Lang.

Juzwik, M. M. (in press). Exploring cultural complexity in teacher education through interactional and critical study of classroom narratives. In L. Rex & M. M. Juzwik (Eds.), *Narrative discourse analysis for teacher educators: Managing cultural difference in the classroom*. Cresskill, NJ: Hampton Press.

Juzwik, M. M. (2010). Challenges and possibilities for professional development in writing instruction: Connecting contemporary writing teachers with insights from diverse research on writing. In G. Troia, R. Shankland, & A. Heintz (Eds.), *Putting writing research into practice: Applications for teacher professional development* (pp. 259-275). New York: Guilford.

Juzwik, M. M. (2010). Negotiating moral stance in classroom discussion about literature: Entextualization and contextualization processes in a narrative spell. In P. Prior & J. Hengst (Eds.), *Exploring semiotic remediation as discourse practice* (pp. 77-106). London: Palgrave MacMillan.

Pressley, G. M. & Juzwik, M. M. (2005). Writing. In Pressley, G. M., *Reading instruction that works: A case for balanced teaching* (3rd ed., pp. 347-370). New York: Guilford.

Book reviews and review essays

Juzwik, M. M. & Heintz, A. (2008). Review of Whittaker, R., O'Donnell, M., & McCabe, A. (Eds.). *Language and literature: Functional approaches*. (Continuum, 2005). *Studies in Second Language Acquisition*, 30(4), 559-560.

Juzwik, M. M. (2008). Review of S. Kucer & C. Silva, *Teaching the dimensions of literacy*. (Lawrence Erlbaum, 2006). *Studies in Second Language Acquisition*, 30(1), 108-110.

Juzwik, M. M. (2008). Review of Wortham, S. *Learning Identity: The Joint Emergence of Social Identification and Academic Learning* (Cambridge, 2006). *Teachers College Record*. (available on-line at www.tcrecord.org)

Pu, Jiang & Juzwik, M. M. (2007). Review of G. Demetron, *Conflicting paradigms in adult literacy education* (Lawrence Erlbaum, 2005). *Studies in Second Language Acquisition*, 39(3), 492-494.

Juzwik, M. M. & Pu, Jiang. (2006). Review of R. Holme, *Literacy: An introduction* (University of Edinburgh Press, 2005). *Applied Linguistics*, 27, 531-534.

Juzwik, M. M. (2005). Review of V. Zamel & R. Spack, *Crossing the curriculum: Multilingual learners in college classrooms* (Lawrence Erlbaum Associates, 2004). *Composition Studies*, 33(1). Available on-line at <http://www.compositionstudies.tcu.edu/bookreviews/online/33-1/juzwik.html>

Juzwik, M. M. (2005). Review of G. Kamberelis & G. Dimitriadis, *On qualitative inquiry* (Teachers College Press, 2005). *Teachers College Record*, 107(11), 2502-2507.

Juzwik, M. M. (2004). Review of R. Coe, L. Lingard, & T. Teslenko, *The rhetoric and ideology of genre* (Hampton, 2002). *College Composition and Communication*, 55(4), 767-770.

Juzwik, M. M. (2002). Review of C. Hill & E. Larson, *Children and reading tests* (Ablex, 1999). *Teachers College Record*, 104(1), pp. 10-12.

Juzwik, M. M. (1999). Weaving 'countless silken ties of love and thought.' Review essay about *Stories in the land: A place-based environmental education anthology* (Orion, 1998). *Bread Loaf Rural Teacher Network Magazine* (Spring/Summer), pp. 24-25.

Invited papers and Conference Proceedings

Juzwik, M. (in press). Over-stating claims for story and for narrative inquiry: A cautionary note. *Narrative Inquiry*.

Juzwik, M. M. & Sherry, M. (2005). Story makes sense of story: The power of oral narratives in language arts classrooms. *New Horizons for Learning Journal*.
<http://www.newhorizons.org/journal/newjournal.htm>

Juzwik, M. M. (2001). First year writing: English 100. *Verbal Assessment Newsletter*, University of Wisconsin-Madison (Spring/Summer), p. 1.

Juzwik, M. M. (1997). Running the river. *Newsletter of the Assembly of Rural Teachers of English*, 7(2), pp. 4-5.

Working papers

Juzwik, M. M. (2010). *Between history and reader response: The ethics and rhetoric of transacting with Holocaust texts in English classrooms*. Manuscript in revision.

Chusanachoti, R. & Juzwik, M. (2010). *Expanding narrative perspectives in research on out-of-school English practices*. Manuscript in preparation.

Ferkany, M. & Juzwik, M. M. (2010). *Teaching for social justice: Definitions, research, and ethics*. Manuscript in preparation.

Spector, K., Juzwik, M., & Caughlan, S. (2010). *Narrative Analysis in Language and Literacy: A Review of the Research*. Manuscript in preparation.

REFEREED CONFERENCE PRESENTATIONS

Juzwik, M., Caughlan, S., Sherry, M., Heintz, A., & Borsheim, C. (2010, February). Video and voicethread: Challenges of capturing, managing, transcribing, and analyzing multisemiotic data. Talk presented at the National Council of Teachers of English Assembly for Research Mid-Winter Conference. Pittsburgh, PA, USA.

Caughlan, S., Juzwik, M., Sherry, M., Vasilenko, C., LaVoy, M., & Heckman, A. (2009, November). *Video-based response and reflection: A process of discovery*. Talk presented at the annual meeting of the National Council of Teachers of English. Philadelphia, PA, USA.

Caughlan, S., Juzwik, M., Sherry, M., & Merritt, K. (2009, June). *Negotiating new Literacies and traditional pedagogies: English teacher candidates working toward dialogic instruction through video-based on-line social networking*. Paper presented at the Conference on English Education. Chicago, IL, USA.

Juzwik, M. M. & Ives, D. (2009, April). Small stories as resources for performing teacher identity: Identity-in-interaction in an urban language arts classroom. Paper presented in B. S. Olsen (Chair), *Using teacher identity as conceptual model to investigate teachers and teaching in contemporary educational contexts*. Session conducted at the American Educational Research Association, San Diego, CA, USA

Juzwik, M. M. (2008, April). *How to cultivate dialogic discussions in your classroom using oral narrative talk*. Presentation for the Bright Ideas Conference. Michigan State University. East Lansing, MI, USA.

Juzwik, M. M. & Nystrand, M., Kelly, S., & Sherry, M. B. (2008, March). Oral Narrative Genres as Dialogic Resources for Classroom Literature Study: A Contextualized Case Study of Conversational Narrative Discussion. Paper presented in D. Rubin (chair), *Learning through Extended Talk*. Symposium conducted at the annual meeting of the American Educational Research Association. New York, NY, USA.

Juzwik, M. M. (2007, November). *Oral Narratives as Textual Tools for Teaching about the Holocaust and the Second World War: A Referential Analysis*. Paper presented at the National Reading Conference. Austin, TX, USA.

Spector, K., Juzwik, M., & Caughlan, S. (2007, November). *Narrative Analysis in Language and Literacy: A Review of the Research*. Paper presented at the National Reading Conference. Austin, TX, USA.

Juzwik, M. M. & Nystrand, M., Kelly, S., & Sherry, M. B. (2007, April). *Opening dialogue through stories: An exploration of the relationship between oral narrative and dialogic discussions in middle-level classroom discussions about literature*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL, USA.

Juzwik, M. M. (2007, March). *Teaching ethos performed: The moral uses of oral narrative in classroom interaction*. Paper presented in A. Herrington (Chair), *Locating rhetorical agency in classrooms: Opening up spaces from which to write and speak*. Panel conducted at the Conference on College Composition and Communication. New York, NY, USA.

Juzwik, M. M. & Ives, D. (2006, November). *The influence of oral narrative in teaching writing*. Paper presented at the annual conference of the National Council of Teachers of English. Nashville, TN,

USA.

Juzwik, M. M. (2006, October). *Theorizing oral narratives as classroom discourse genres*. Paper presented at the Watson Conference. Louisville, KY, USA.

Crespo, S. & Juzwik, M. M. (2006, April). *Stories teachers tell: Examining oral narratives in teacher groups*. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA, USA.

Juzwik, M. M. (2006, April). *The moral work of literary response: Oral narratives in an English language arts classroom discussion*. Paper discussion at the annual meeting of the American Educational Research Association. San Francisco, CA, USA.

Juzwik, M. M. (2006, March). Toward a post-critical pedagogy. Paper presented in F. Farmer (Chair), *Writing against the public*. Panel conducted at the annual Conference on College Composition and Communication. Chicago, IL, USA.

Juzwik, M. M. & Sherry, M. B. (2006, February). *Putting it together: Literature and oral narrative in the language arts classroom*. Paper presented at the National Council of Teachers of English Assembly for Research Mid-Winter Conference. Chicago, IL, USA.

Caughlan, S. B. & Juzwik, M. M. (2005, November). Appropriating a research tool to facilitate teachers' discussion practices. Paper presented in M. Nystrand (Chair), *Opening and maintaining dialogic spaces for teacher learning about discussion*. Panel conducted at the annual meeting of the National Council of Teachers of English. Pittsburgh, PA, USA.

Juzwik, M. M. (2005, July). *Performative ethos and narrative responses to literature in middle school*. Paper presented at the 14th World Congress of Applied Linguistics. Madison, WI, USA.

Juzwik, M. M. (2005, April). How linguistic narrative analysis can promote complex understandings of culture in classrooms. Paper presented in B. Rymes (chair), *Narrative research and literacy teacher education: Pursuing sociolinguistic possibilities*. Symposium conducted at the annual meeting of the American Educational Research Association. Montreal, Quebec, Canada.

Juzwik, M. M., Curcic, S., Wolbers, K., Moxley, K., Dimling, L., & Shankland, R. (2005, February). *Mapping research on writing*. Paper presented at the Writing Research in the Making Conference. University of California, Santa Barbara, CA, USA.

Juzwik, M. M. (2004, December). Narrative voices and collectively remembering in a middle school classroom context. Paper presented in P. Hayes (Chair), *Understanding the Holocaust: Studies across contexts*. Symposium conducted at the annual meeting of the Association of Jewish Studies. Chicago, IL, USA.

Juzwik, M. M. & Nystrand, M. (2004, November). Autobiographical narratives in a linguistically and culturally diverse classroom. Paper presented in L. Rex (Chair), *"Doing English" in the classroom: Implications for students and teachers*. Panel conducted at the annual meeting of the National Council of Teachers of English, Indianapolis, IN, USA.

Juzwik, M. M. (2004, May). *Understanding pedagogy as performance: The rhetorical construction of teaching ethos in a Holocaust unit*. Paper presented at Rhetoric Society of America Biennial Conference, Austin, TX, USA.

Juzwik, M. M. (April, 2004). *Voices of remembering the Holocaust: A cultural historical analysis of narrative performances in a middle-level Holocaust unit*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, USA.

Juzwik, M. M. (2004, February). *Narrative performances in middle school literature teaching: Constructing an ethos as a person of color*. Paper presented at the National Council of Teachers of English Assembly for Research Mid-Winter Conference, Berkeley, CA, USA.

Juzwik, M. M. (2003, December). The dialogization of genres in teaching narrative: Moving beyond primary and secondary genres in the study of classroom discourse. Paper presented in C. Pappas (Chair), *Hybridity and genre: Perspectives, theories, and practices*. Symposium conducted at the annual meeting of the National Reading Conference, Scottsdale, AZ. December, 2003, USA.

Juzwik, M. M. (2003, April). Verbal Art as teaching method: Identification through oral narrative genres in middle-level Holocaust pedagogy. In J. Gee (Chair), *Genre in action: Literacy practices in middle level classrooms*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL, USA.

Juzwik, M. M. (2003, March). *Enacting history: Narrative and ethos in pedagogical discourse*. Paper presented at the annual convention of the Conference on College Composition and Communication, New York, NY, USA.

Juzwik, M. M. & Tiedemann, J. (2002, April). *Ethics, rhetoric, and administration*. Paper presented at the annual convention of the Conference of College Composition and Communication, Chicago, IL, USA.

Juzwik, M. M. (2002, April). *On answerability: Some new possibilities for Bakhtinian literacy scholarship*. Paper presented at the Bakhtin, Vygotsky, Composition, and Rhetoric Special Interest Group meeting at the annual convention of the Conference of College Composition and Communication, Chicago, IL, USA.

O'Connor, K. & Juzwik, M. M. (2002, March). *Video data and language in education research*. Paper presented at the University of Pennsylvania Ethnography Forum, Philadelphia, PA, USA.

Juzwik, M. M. (2002, February). *Towards a rhetoric of teaching: An emerging theoretical framework for classroom-based literacy research*. Paper presented at the National Council of Teachers of English Assembly for Research Mid-Winter Conference, New York, NY, USA.

Juzwik, M. M. & Stone, J. (2001, November). Rethinking sentence-level pedagogy: From teaching grammar to teaching the consequences and uses of style. In M. Nystrand (Chair), *Rethinking sentence-level pedagogy: From teaching grammar to teaching the consequences and uses of style*. Panel conducted at the annual meeting of the National Council of Teachers of English, Baltimore, MD, USA.

Juzwik, M. M. (2001, November). Opening up choices for student writers: Creating style exercises.

In M. Nystrand (Chair), *Rethinking sentence-level pedagogy: From teaching grammar to teaching the consequences and uses of style*. Panel conducted at the annual meeting of the National Council of Teachers of English, Baltimore, MD, USA.

Juzwik, M. M. (2001, April). From basic writing to rhetoric: New directions in first-year composition curriculum. In J. Gee (Chair), *Reframing academic literacy*. Symposium conducted at the annual meeting of the American Educational Association, Seattle, WA, USA.

Juzwik, M. M. (2001, March). *Constructions of ethos and knowledge in teaching the Holocaust: From dialogism to answerability*. Paper presented at the annual convention of the Conference of College Composition and Communication annual convention, Denver, CO, USA.

Juzwik, M. M. (2000, November). *Ethos, knowledge, and the unknowable: Finding a balanced approach to teaching and learning about the Holocaust*. Paper presented at the annual meeting of the National Council of Teachers of English, Milwaukee, WI, USA.

INVITED LECTURES AND PRESENTATIONS

Juzwik, M. M. (2010, February). *Studying the rhetoric of teaching: Exploring the dynamics of Holocaust narratives in an English classroom*. Talk presented at Utah State University. Logan, Utah, USA.

Juzwik, M. M. (2010, February). *Studying the rhetoric of teaching: Understanding the dynamics of Holocaust narratives in an English classroom*. Talk presented at Northern Illinois University University, Dekalb, IL, USA.

Juzwik, M. M., Caughlan, S., Borsheim, C., Heintz, A., & Sherry, M. (2009, November). *How do English Teacher Candidates Develop Dialogic Practices? Studying Video-Based Response and Revision across Time and Space*. Talk presented at Literacy Colloquy. Michigan State University. East Lansing, MI, USA.

Juzwik, M. M. & Caughlan, S. (2008, March). Structuring dialogic discussions about literature. Talk presented at the Annual Conference of the Michigan Reading Association. Detroit, MI, USA.

Juzwik, M. M. (2007, November). Narrative analysis and the performance of identity in secondary English classrooms. In M. Mosley (Chair), *Identity and agency research in adolescent and adult literacy*. Invited symposium conducted at the National Reading Conference. Austin, TX, USA.

Juzwik, M. M. (2007, September). *Negotiating multiple directions, developments and discourses in writing research: New questions raised by a recent survey*. Talk presented at the Literacy Achievement Center Research Symposium. East Lansing, MI, USA.

Juzwik, M. M. (2007, April). Interpretive possibilities and historical responsibilities: Instructional uses of Holocaust memoir. Talk presented at the 9th Annual Michigan Teachers Workshop on Holocaust Education. Michigan State University. East Lansing, MI, USA.

Juzwik, M. M. (2007, March). Navigating as a new assistant professor. Talk for the AERA Division G (Language and Social Processes) Early Career Breakfast. Chicago, IL, USA.

Juzwik, M. M. & Sherry, M. (2006, September). *Classroom discourse and oral narratives*. Presented at the Literacy Achievement Research Center Fall Practitioner Conference. East Lansing, MI, USA.

Juzwik, M. M. (2006, May). *Investigating rhetorics of teaching: Oral narratives in language and literacy pedagogy*. Presented at the NCRLL Breakfast. Annual convention of the International Reading Association. Chicago, IL.

Juzwik, M. M. (2006, April). *Performing perpetrators? Roles and Uses of Simulation in Teaching the Holocaust*. Presented at the 8th Annual Michigan Teachers Workshop on Holocaust Education. Michigan State University. East Lansing, MI, USA.

Juzwik, M. M. (2006, April). *The moral work of literary response: Studying oral narratives in English language arts classroom discussion*. Presented to the Literacy Colloquy at Michigan State University. East Lansing, MI, USA.

Juzwik, M. M. (2005, November). *Towards a rhetoric of teaching: Investigating oral teacher narratives in classroom instruction*. Presented at the annual meeting of the National Council of Teachers of English. Pittsburgh, PA, USA.

Juzwik, M. M. (2005, November). *Narrative research on classroom instruction*. Presented at the Center for Research on Educational Opportunity. Notre Dame University. South Bend, IN, USA.

Juzwik, M. M. (2005, October). *Oral narratives in teaching and implications for literacy pedagogy*. First year writing instructor colloquium. Writing, Rhetoric, and American Cultures Program, Michigan State University, USA.

Juzwik, M. M. (2004, March). *Narrative scaffolding as instructional practice: A sociocultural perspective on literacy learning at the middle school level*. Applied Linguistics brown bag series. Department of English. Northern Arizona University. Flagstaff, AZ, USA.

Juzwik, M. M. (2003, March). *Parallelism as pedagogical method: A poetic analysis of teacher narration in a middle-level lesson about Kristallnacht*. Paper presented at the Rhetoric and Composition Colloquium, University of Wisconsin. Madison, WI, USA.

Juzwik, M. M. (2002, June). Keynote Address. Bridge School commencement ceremony. Boulder, CO. USA.

Juzwik, M. M. (2001, October). *Using the CLASS program for teacher reflection*. Center on English Learning and Achievement teacher development workshop. Milwaukee, WI, USA.

Bernard-Donals, M. & Juzwik, M. (2000, October). *Problems in teaching the Holocaust*. Presented at the Conference on Religious Education. Madison, WI, USA.

GRANTS, FELLOWSHIPS, & OTHER FUNDING

<i>How do English Teacher Candidates Develop Dialogic Teaching Practices? A Study of Video-Based Response & Revision across Time and Space</i>	\$40,000	2010-2011
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Principal Investigator
Spencer Foundation Small Grants Program

Undergraduate Researcher Stipend, \$2275 2009-2010
Principal Investigator
Office of the Provost
Michigan State University

*Video-Based Response and Reflection: A Two-Year Study of
English Teacher Candidates' Development of Dialogic Instructional Practices* \$85,000 2008-2010
Principal Investigator, with Samantha Caughlan
Bates-Byers Award for Technology and Curriculum
Joe Byers & Lucy Bates-Byers Foundation

*Project Write: Writing, Reading, Inquiry, and Technology
Education* \$237,741 2007-2008
Outside Evaluator
Title II, Michigan Department of Education

The Influence of oral narrative in teaching writing \$12,500 2005-2007
Principal Investigator
National Council of Teachers of English Grant-in-Aid Program

The Influence of oral narrative in teaching writing \$25,000 2005-2007
Principal Investigator
Michigan State University Intramural Research Grant Program

The Influence of oral narrative in teaching writing \$3000 2005-2006
Principal Investigator
Michigan State University College of Education In-House Grant Program

*Teaching the Holocaust in middle and secondary classrooms:
Integrating research and practice to guide English educators* \$1000 2005-2006
Principal Investigator
Kussy Scholarship for Study of the Holocaust
James Madison College, Michigan State University

*Autobiographical narratives in a linguistically
and culturally diverse classroom* \$5000 2004
(declined)
Principal Investigator
Intramural Research Grant Program, Northern Arizona University

Vilas Travel Fellowship \$600 2002
Dissertator
Graduate School
University of Wisconsin, Madison

<i>Teaching with Technology Special Initiative Grant</i> National Endowment for the Humanities Administered by the Bread Loaf School of English Middlebury College	\$1200	1998
<i>Stories in the Land Grant for Classroom Teachers</i> Principal investigator Orion Society	\$1000	1997

FACULTY COLLABORATORS: Mary Adler, Dorothea Anagnostopoulos, Michael Bernard-Donals, Samantha Caughlan, Sandra Crespo, Nell Duke, Matt Ferkany, Leigh Hall, Amy Johnson, Sean Kelly, Melissa Mosley, Martin Nystrand, Kevin O'Connor, Michael Pressley, Lesley Rex, Gail Richmond, Karen Spector, Michael Steele, Jennifer Stone, and Stanton Wortham.

COURSES

TE 407 (Teaching English to Diverse Learners)
 TE 408 (Crafting English Teaching Practices)
 TE 501/502 (year-long student teaching practicum)
 TE 802 (Reflection and Inquiry in Secondary English Teaching Practices)
 TE 848 (Methods of Writing Instruction, including on-line version)
 TE 835 (Research and Theory in Writing Instruction)
 TE 982 (Writing for Publication)
 TE 991 (Narrative Analysis, Discourse Analysis: <http://discourseanalysis1.wikispaces.com/>)
 TE 994 (Practicum in Teaching English Teacher Education)
 TE 995 (Research Practicum)
 CEP 912 (Psychology of Writing)
 ENG 313 (Composition Workshop for Teachers)
 ENG 301 (Language, Literacy, and Learning), at Northern Arizona University (NAU)
 ENG 581 (Language, Literacy and Learning), at NAU
 C&I 431 (Young Adult Literature for Schools), at University of Wisconsin, Madison

OTHER UNIVERSITY TEACHING

Course Presentations, Michigan State University (ongoing)
 TE 408 Lab (Crafting English teaching practices)
 TE 840 (Literacy Proseminar)
 AL 872 (Methods of Research into Language Learning and Literacy)
 TE 873 (Literacy Leadership Seminar)
 AL 882 (Rhetorical Theory)
 TE 930 (Literacy Research Inquiry Seminar)
 TE 931 (Introduction to Qualitative Methods)
 TE 991 (Discourse Analysis Seminar)

Assistant Director, First Year Composition Program (2000-2001)

Department of English

University of Wisconsin, Madison

Responsibilities: collaborating with Professor Michael Bernard-Donals to develop argument-focused curriculum; providing support for instructors teaching English 100; supervising new instructor meetings and providing feedback on teaching; coordinating colloquia and leading staff meetings

Instructor (1999-2000)

Department of English

University of Wisconsin, Madison

Course: English 100 (First Year Composition)

GRADUATE ADVISING

Director or Advisor, Dissertation and Program committees, Michigan State University

Jackie Kerr, temporary advisor (TE, 2010-present)

Amanda Smith, temporary advisor (TE, 2010-present)

William Reader, temporary advisor (TE, 2010-present)

Jiang Pu, advisor and director (TE, 2005-present)

Recipient of the MSU College of Education Urban Teacher Retention Fellowship (2010).

Deborah Van Duinen, director (TE, 2008-present)

Carlin Borsheim, advisor and director (TE, 2007-present)

Recipient, MSU College of Education Excellence and Innovation in Teaching Award (2010).

Christine Dawson, advisor and director (TE, 2005-present)

Recipient, University Fellowship (2005-2010); Recipient, MSU College of Education Excellence and Innovation in Teaching Award (2009)

Anne Heinz, advisor and director (CEPSE, 2007-present)

Recipient of the MSU College of Education Excellence and Innovation in Teaching Award (2009), Co-recipient, First place, MSU AT&T Instructional Technology Awards Competition (2008)

Michael Sherry, advisor and director, TE (2010). *Reframing Discussion*. Recipient, MSU College of Education Excellence and Innovation in Teaching Award (2007); Recipient, MSU Graduate School Dissertation Completion Fellowship (2010). Assistant Professor, Department of English, Bloomsburg University of Pennsylvania.

Marini Lee, co-director with Dorothea Anagnostopoulos, TE (2010), *Telling the future: Narrating urban teaching identities*. Recipient, AERA Minority Fellowship in Education Research (2008-2009); Recipient, King Chavez Parks Future Faculty Fellowship (2009-2010), (2009-2010). Assistant Professor, Department of Curriculum and Instruction. Eastern Michigan University.

Ruedeerath Chusanachoti, advisor and director, TE (2009). *EFL learning through language activities outside school: A case study of English education students in Thailand*. Recipient, MSU College of Education Dissertation Completion Fellowship (2009). Faculty member, Department of Curriculum, Instruction and Educational Technology, Chulalongkorn University, Bangkok, Thailand.

Denise Ives, advisor and director, TE (2008), *"We stranded in school": Survival literacy through adaptive colorations among high-achieving African American middle school students*. Assistant Professor, Department of Teacher Education and Curriculum Studies, University of Massachusetts, Amherst.

Member, Dissertation committees, Michigan State University

Nicole Martin (TE, 2009-present)

Josh Sauvie (Writing, Rhetoric, and American Cultures, 2006-present)

Suzanne Kauer (TE, 2005-present)

Leah Kirell (TE, 2005-present)

Kathy Schoon-Tanis, TE (2010). *"Wait! I can use that in my classroom?": Popular culture in/ and secondary English language arts*.

Mary Tomczyk, TE (2009). *Prospective teachers' figured works of the parent-teacher conferences: Collaborating, instructing, and impressing parents*. Associate professor, Department of Education, Madonna College.

Michele Fero, Writing, Rhetoric, and American Cultures (2009). *Negotiating Literacy: The Implications of Writing Program Reform in one University*. Academic Specialist, Michigan State University.

Robert Petrone, English (2008). *Shreddin' it up: Re-thinking "Youth" through the logics of learning and literacy in a skateboarding community*.). Recipient of Spencer Dissertation Fellowship (2007-2008). Assistant Professor, Department of English, Montana State University.

Jim Fredricksen, TE (2008). *"You know what I mean?" National Writing Project Teachers explaining their judgment: A case study of teacher rhetoric*. Assistant Professor, Department of English, Boise State University.

Thomas Crisp, TE (2008). *Rethinking Rainbow Boys: The [Limited] possibilities of canonical gay adolescent literature*. Assistant Professor, Department of Teacher Education, University of South Florida.

Lindsey Mohan, CEPSE (2008). *Orchestrating productive discussion: A study of dialogic discourse and participation in science classrooms*.

Jacqueline LaRose, TE (2007). *Questioning the questions*. Assistant Professor, Department of English, Eastern Michigan University.

Suzanne Knight, TE (2007). *Understanding positionality: A narrative study in teacher education*. Assistant Professor, Department of English, University of Michigan, Flint.

Kristen Perry, TE (2007), Recipient of J. Michael Parker Award from the National Reading Conference. *"Look, You Have to Sign": Literacy Practices among Sudanese Refugee Families*. Assistant Professor, Literacy Education, University of Kentucky, Lexington.

Jeremy Francis, English (2007), *Uncovering the mythology of secondary English language arts: A Barthesian approach to English studies*.

David Gallagher, CEPSE (2006), *Negotiating English, Literature, and the New Literacies*. Assistant Professor, Education, Mount Saint Mary's College.

Kristen Dara Hill, TE (2006), *A seventh grade teacher's use of literature based instruction, critical race theory, and culturally responsive pedagogy to help students negotiate literate identity in an affluent suburb experiencing problems of residency*. Assistant Professor, Education, University of Michigan, Dearborn.

Member, Dissertation committee, University of Rochester, Department of Teaching and Curriculum: Burke Scarborough (2010-present)

Member, Dissertation committee, Northern Arizona University, Department of English: Camilla Vasquez (2005), *Teacher positioning in post-observation discourse*. Assistant Professor, Department of Second Language Acquisition, University of South Florida.

Member, Program committees, Michigan State University

Hamin Baek (TE, 2008-present)

Kelly Merritt (TE, 2007-present)

Rebecca Norman (TE, 2007-2009)

Ann Lawrence (TE, 2007-2009)

Kevin Burke (TE, 2008-2009)

Marjorie Cooper (TE, 2005-2008)

Valerie Struthers (TE, 2005-2008)

Kathleen Moxley (TE, Fall 2004-Spring 2006)

Kimberly Wolbers (CEPSE, Fall 2004-Fall 2005)

SERVICE TO THE PROFESSION

Editorial Leadership

Editor, National Conference on Research in Language and Literacy Newsletter 2007-2010
Volumes 34 (2), 35 (1), 35 (2), 36 (1), 36 (2), 37 (1)

Guest Area Editor, *Journal of Literacy Research* 2009-2010

Area Editor, *Journal of Literacy Research* 2010-present

Reviews

Editorial Board, *Research in the Teaching of English*

Reviewer, *Reading Research Quarterly*

Reviewer, *Written Communication*

Reviewer, *Linguistics and Education*

Reviewer, *Teachers College Record*

Reviewer, *Discourse Processes*

Reviewer, *Narrative Inquiry*

Reviewer, *Journal of Literacy Research*

Reviewer, *English Education*

Reviewer, *For the Learning of Mathematics*

Reviewer, *Pedagogy*

Reviewer, Guilford Press

Reviewer, Routledge Press

Reviewer, Sage Publications

Reviewer, Cambridge University Press

Reviewer, Longman Publishers

Reviewer, Improving Teacher Quality Grant Competition, Arizona Board of Regents

Reviewer, National Council of Teachers of English annual meeting (Research strand)

Reviewer, American Educational Research Association annual meeting. Divisions B, G, K, Writing and Literacies SIG, Cultural-Historical SIG.

Reviewer, Stages I and II, Conference on College Composition and Communication

National Committees

Member, Intellectual Freedom Committee, International Reading Association (2010-2011)

Member, Publications Committee, National Reading Conference (2008-2011)

Member, Nominating Committee, Conference on English Education (2009-2010)

Chair of Publications and Member, Executive Board of the National Council on Research in Language and Literacy (2007-2010)

Member, National Council of Teachers of English Standing Committee on Research (2006-2009)

Member, Conference on College Composition and Communication Research Committee (2005-2011)

Member, Executive Board of the Arizona English Teachers Association (2003-2004)

Conference Programs

Session Organizer, *Narrative Research in Language and Literacy: Current Work from the Literacy Achievement Research Center*. Panel conducted at the Conference on College Composition and Communication. San Francisco, CA, USA. 2009

Session Organizer, *Expanding Approaches and Texts in Teaching about the Holocaust*. Panel conducted at the annual meeting of the National Council of Teachers of English. San Antonio, TX, USA. 2008

Session Chair, *Snapshots: Teacher educators examining the thinking of prospective teachers*. Annual Conference of the National Council of Teachers of English. New York, NY, USA 2007

- Session Chair, AERA Writing and Literacies SIG, *Writing as a social practice* 2007
Chicago, IL, USA
- Discussant, AERA Division C, Section 1, *Sociocultural perspectives in literacy development and instructional practice*. Symposium chaired by Gloria Berdugo. 2007
Chicago, IL, USA
- Program chair, AERA Division B, Section 1 2006
Annual meeting of the American Educational Research Association.
San Francisco, CA, USA.
- Co-organizer, *The uses of narrative*. 2006
Panel presented at the Watson Conference. Louisville, KY, USA.
- Session chair, 14th World Congress of Applied Linguistics (AILA) 2005
Rhetoric and Stylistics strand. Madison, WI, USA.
- Organizer, *Narrative analysis in literacy learning contexts* 2005
Symposium chaired by Martin Nystrand. AILA. Madison, WI, USA.
- Organizer, *Narrative Research and Literacy Teacher Education* 2005
Symposium chaired by Betsy Rymes. Annual meeting of the American Educational Research Association. Montreal, Quebec, Canada.
- Co-Organizer, *Genre in action: Literacy practices in middle-level classrooms* 2003
Symposium chaired by James P. Gee. Annual meeting of the American Educational Research Association. Chicago, IL, USA.
- Co-Organizer, *Rethinking sentence-level pedagogy: From teaching grammar to teaching the consequences and uses of style*. Panel chaired by Martin Nystrand. 2001
Annual meeting of the National Council of Teachers of English. Baltimore, MD, USA.
- Co-Organizer, *Reframing Academic Literacy* 2001
Symposium chaired by James P. Gee. Annual meeting of the American Educational Research Association. Seattle, WA, USA.

DEPARTMENT, COLLEGE, & UNIVERSITY SERVICE:

- Co-Chair, Director of Teacher Education search committee. Department of Teacher Education. Michigan State University (2010-2011).
- Chair, Teacher Preparation Committee. Department of Teacher Education. Michigan State University (2010-2011).
- Member, Faculty Advisory Committee. Department of Teacher Education. Michigan State University (2010-2011)..

Member, All-University Awards Committee (Teacher-Scholar Award), Michigan State University (2009-2010)

Co-Subject Area Leader, Secondary English, Department of Teacher Education. Michigan State University (2005-present)

Panelist, *From Dissertation to Publication* Session. College of Education. Michigan State University (2008)

Member, Literacy search committee. Department of Teacher Education. Michigan State University (2007- 2008).

Member, Reappointment and Tenure committee. Department of Teacher Education. Michigan State University (2007-2008).

Secondary English Inquiry Brief for the Teacher Education Accreditation Council Report (2007).

Co-chair, English Education search, Department of Teacher Education. Michigan State University (2006-2007)

Co-moderator, Policy discussion on the Spellings Commission Report and the Levine Report. Center for the Scholarship of Teaching and Learning, College of Education, Michigan State University (2006)

Panelist, *Learning to Advise* Session. Center for the Scholarship of Teaching and Learning, College of Education, Michigan State University (2006)

Outside reader, Department of Teacher Education. Michigan State University. Comprehensive examinations (2006, 2007)

Undergraduate Scholarship reviewer (2006-2008)

Member, Critical Studies in Literacy Pedagogy MA Program Sub-Committee (2006-present)

Faculty Panelist, New PhD Student Orientation, Department of Teacher Education. Michigan State University. (2005, 2006).

Member, PhD Administrative Programs and Procedures Committee (PhDAPPC), Department of Teacher Education, Michigan State University (2005-2006)

Subcommittee work, PhDAPPC, Department of Teacher Education, Michigan State University (2005)

Co-coordinator, Literacy Colloquy. College of Education, Michigan State University (2005-2007)

Member, Teaching Excellence Award Committee. College of Education, Michigan State University (2005, 2006).

Member, Holocaust Workshop Planning Committee. Jewish Studies Program, Michigan State University (2005, 2006, 2007)

Member, Teacher Preparation Administrative Programs and Procedures Committee, Department of Teacher Education, Michigan State University (2004- 2005)

Member, Literacy Search Committee, Department of Teacher Education, Michigan State University (2004-2005)

Member, University Secondary Teacher Education Committee, Northern Arizona University (2003-2004)

Member, Undergraduate Studies Committee, Department of English, Northern Arizona University (2003- 2004)

Member, Advising Group, Department of English, Northern Arizona University (2003- 2004)

Member, Teaching and Teaching Assistant Review Committee, Department of English, University of Wisconsin-Madison, (Elected graduate student representative: 2001- 2002).

Member, Composition Committee, Department of English, University of Wisconsin-Madison, (2000-2001).

OUTREACH & COMMUNITY SERVICE

Syllabus Reviewer, Pre-service Teacher Education Program (Pre-STEP) Project, Pakistan (2010)

Leader, secondary English mentor meeting, Eastern High School (2009)

Co-Leader, secondary English mentor meeting, Michigan Educational Association (2008)

Chair, “So what comes after the Master’s?” Panel conducted at the Michigan Council of Teachers of English. Lansing, MI, USA (2008)

Leader, secondary English mentor meeting, Pattengill Middle School (2007)

Co-leader, secondary English mentor meeting, Haslett High School (2006)

Co-leader, Cross subject area mentor meeting, Holt High School (2006)

Member, Faculty Learning Community, Michigan State University (2006)

Writing consultant, Kendon Elementary School (2005)

PROFESSIONAL ORGANIZATIONS & AFFILIATIONS:

- Member, National Council of Teachers of English (1996-present)
 - National Council of Teachers of English Assembly for Research (2001-present)
 - Conference on English Education (2005-present)

- Member, American Educational Research Association (2000-present)
 - Division B: Curriculum Studies (2005-present)
 - Division C: Learning and Instruction (2000-present)
 - Division G: Social Context of Education (2006-present)
 - Division K: Teaching and teacher education (2005-present)
 - Writing and Literacies Special Interest Group (2003-present)
 - Cultural Historical Research Special Interest Group (2003-present)
 - Language and Social Processes (2006-present)

- Member, Conference on College Composition and Communication (2001-present)

- Member, Michigan Council of Teachers of English (2005-present)

- Member, National Conference on Research in Language and Literacy (2005-present)

- Member, International Reading Association/Literacy Research Association (2008-present)

- Faculty affiliate, Writing, Rhetoric & American Cultures Department, MSU (2004-present)

- Principal Investigator, Literacy Achievement Research Center, MSU (2005-present)

- Faculty affiliate, Jewish Studies Program, MSU (2004-present)

HONORS & AWARDS

- Excellence and Innovation in Teaching Award, College of Education, MSU (2007)

- College of Education Nominee, Teacher Scholar Award, MSU (2007)

- Ghoddousi Mentor Award, College of Education, MSU (2005-2006)

- Promising Researcher Award, National Council of Teachers of English (2005)

- Preliminary Examination: passed “with distinction,” University of Wisconsin (2001)

- English department nominee for French-Felten First Year T.A. Award, University of Wisconsin (2000)

- Laurence B. Holland Scholarship, Middlebury College (1998)

- DeWitt Wallace/Reader’s Digest Fellowship, Middlebury College (1995)

President's Scholarship, Wheaton College (1989)