

***Ann M. Feldman***  
***Department of English***  
***University of Illinois at Chicago***

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***Education***

Ph.D., 1979: Research and Evaluation, Faculty of Educational Studies, State University of New York at Buffalo (SUNYAB). A study of the relationship between thought and language in the real-time writing of four high school students.

BA, 1972: State University of New York at Buffalo, English, and Magna cum Laude, Phi Beta Kappa.

***Awards***

University of Illinois at Chicago Teaching Recognition Award, 1997, (\$1500 award to base salary).

Distinguished Alumni Award, SUNY Buffalo, College of Education, May 16, 1992.

National Council of Teachers of English (NCTE): Promising Researcher Award, 1980.

***Fellowships***

Faculty Scholar, Great Cities Institute, University of Illinois at Chicago. Spring, 2004

Faculty Scholar, Great Cities Institute, University of Illinois at Chicago, 1998-1999.

***Academic Faculty Experience***

Associate Professor of English, Department of English, University of Illinois at Chicago, 1985-present.

Assistant Professor of English, Department of English, University of Illinois at Chicago, 1979-1985.

Instructor, English Education Program, Department of Instruction, SUNY Buffalo, 1978-1979.

Student Teacher Supervisor, English Education, State University of New York at Buffalo, 1974-1977.

English Teacher, Chestnut Hill Middle School, Liverpool, New York, 1972-1974.

***Administrative Experience***

**Director, Chicago Civic Leadership Certificate Program. 2002-present.** The Chicago Civic Leadership Certificate Program (CCLCP) is a distinctive undergraduate civic engagement program that offers first- and second-year UIC students the opportunity to enrich coursework in writing, rhetoric, and research through community-based fieldwork mentored by carefully selected community partners. This successful pilot project has improved the quality of student writing and provides a model for extending writing and research instruction into general education courses. In CCLCP, the first undergraduate articulation of UIC's Great Cities Commitment, the study of rhetoric and writing is

strengthened when students see how language use functions in both academic and community settings. Pilot Project funded by Corporation for National and Community Service's Learn and Serve America Program. Funded at 325,000 dollars for three years with an equal match from UIC. Currently seeking funding for a recurring program.

**Director, First-Year Writing Program, University of Illinois at Chicago. 1994-2000, 2001 and continuing.** Provide preparatory and required writing courses for over 2500 new students each year, including nearly 50% students of color. Train nearly 20 new teaching assistants each year to add to a regular staff of over 70. Develop training and supervision for a large staff of part-time instructors. Supervise and encourage technological literacy among both teaching staff and students. Improve placement and assessment procedures. Observe and evaluate staff. Provide training workshops focused on multicultural classroom and diversity awareness. Initiated 150-question survey to collect data on student language backgrounds and perceptions of learning. Conduct research on retention and educational persistence. Supervise campus-wide peer tutoring writing center and English department computer instruction facility.

**Associate Vice Chancellor for Academic Affairs. University of Illinois at Chicago. 2000-2002. Part-time faculty position.** Projects focused on improving undergraduate education. Website for the Urban University Portfolio Project, aimed at public audiences as well as contributing to assessment processes. Initiated "Teaching Writing in Engineering," a summer institute for engineering graduate students (funded by the Provost for \$20,000.) Conducted articulation study for writing courses with City Colleges of Chicago. Developed partnership with Benito Juárez Community Academy, a local high school, through graduate students who teach at the high school and at UIC in composition classes. Assessed possibilities for service learning at UIC and developed an action plan. Contributed to planning for learning communities pilot project. Grievance officer for workplace retaliation case. Participated in planning and execution of CIC seminar for departmental executive officers (April 18-20, 2002).

**Director of the Writing Center. University of Illinois at Chicago. 1979-1990.** Supervised a staff of four teaching assistants. Developed training procedures for over 30 teaching assistants and 40 undergraduate peer tutors. Conducted over 3000 drop-in writing conferences for campus-wide group of student clients. Presented daylong workshops at national conferences, supported graduate student publication, and placed directors in writing centers at colleges and high schools. Received \$25,000 from the Vice-Chancellor for Academic Affairs in 1986 to conduct a context-based study of writing and higher-order thinking (with David Jolliffe, Victoria Chou Hare, and Mitchell Rabinowitz). Received \$15,000 planning grant from the National Institute of Education in 1984 to work toward a National Center for the Study of Writing (with Marcia Farr and a collaborative, inter-institutional team).

**Coordinator, The Writing Place. State University of New York at Buffalo. 1977-1978.** Supervised other teaching assistants and developed training procedures for tutoring undergraduate students in an equal opportunity writing program.

### ***Additional Professional Development***

Bryn Mawr Summer Institute for Women in Higher Education Administration. Selected to attend the 4-week program in management, budget, planning, organizational development, and leadership. Certificate 1994.

Illinois Interinstitutional Faculty Summer Institute on Learning Technologies. Sponsored by Illinois Board of Higher Education. May 19-23, 1997. One of eight faculty chosen from UIC to attend week-long institute at University of Illinois at Urbana-Champaign to explore teaching in networked electronic environments with special attention to distance learning.

### ***External Grants and Awards***

- McCormick Tribune Foundation. 50,000 in support of the Chicago Civic Leadership Certificate Program.
- Submitted: Corporation for National and Community Service. Proposal submitted February 28, 2006. Chicago Civic Leadership Certificate Program. Focus on at-risk youth. Principal Investigators: Ann Feldman and Lon Kaufman, Vice-Provost for Undergraduate Studies. Denied.
- State Farm Faculty Fellowship: Awarded by Illinois Campus Compact to graduate teaching assistantships at UIC to integrate civic engagement into their writing classes. With Diane Chin. Awarded for \$3000 2005-2006..
- Corporation for National and Community Service. Proposal submitted April 1, 2003. Civic Leadership Certificate Program. A three year program for 48 undergraduates that emphasizes, writing, rhetoric, civic history, and civic participation. Funded at 125,000 for three years with an equal match from UIC. Principal Investigators: David Perry, Director of Great Cities, Clark Hulse, Associate Provost, and Ann Feldman. Total funded: 750,000.
- Corporation for National and Community Service. Proposal submitted March 6, 2000. The Great Cities Learn and Serve Program. A proposal aimed at instituting service learning at UIC. Co-principal investigator with David Perry, Lauri Alpern, Loomis Mayfield, Roberta Feldman, Connie Yowell and others. Requested: 150,000 for the first year of a potential three year project. Not Funded.
- FIPSE Preliminary Proposal submitted October 22, 1998: Reconfiguring Service Learning Through Professional Development for Graduate Teaching Assistants and Part-Time Faculty. Requested approximately \$250,000 over three years. FIPSE cancelled this grant period and shifted the funds to special projects requested by Congress. Not Funded.

### ***Internal Grants:***

- For institutional support of the Chicago Civic Leadership Certificate Program, Michael Tanner, UIC Provost, provided a three-year grant of \$92,500.
- Course enhancement stipend offered by Summer Session (\$600) to bring in speaker on "Teaching in an Electronic Environment." (Summer, 1996) Funded.
- Council for Excellence in Teaching and Learning Curriculum Development Grant (\$6095) to develop materials and train staff for revised course: "Exploring Chicago:

Academic and Community Inquiry for First-Year College Students" (Spring, 1995)  
Funded.

- Great Cities Neighborhoods Initiative Seed Grant (\$8000) to initiate community exchange program between composition program and a neighborhood agency: "Establishing Electronic Communication with a Community Agency for Teaching Writing" (with Cordelia Maloney, Fall, 1996). Project with Mujeres Latinas en Acción. Funded.
- UIC Center for Urban Educational Research and Development Small Grants Program (CUERD) (\$9,848.16). Writing One's Future: A Partnership for Writing Support (with Nancy Downs and Connie Yowell, College of Education). Support for writing instruction at Benito Juarez High School in Pilsen. Funded.
- Council for Excellence in Teaching and Learning Curriculum Development Grant (14,180). "Toward Better Retention of First-Year Students: Supplementary Instruction for At-Risk Students in English 161." Not funded.
- Teaching and Assessing Writing in Engineering at UIC. Funded by Acting Provost Toby Tate. Summer, 2001-Summer 2002. (20, 000). Workshops for Engineering Teaching Assistants to develop teaching and assessment materials for an Engineering Lab Course. Funded.
- Center for the Study of Learning, Instruction, and Teacher Development. (4,500.) Comparative evaluation of written engineering lab reports from courses with and without additional instruction in writing. Funded.

***Internal Grants Supervised by Ann Feldman:***

- Council for Excellence in Teaching and Learning Curriculum Development Grant (\$5,666) to develop materials and train staff to improve use of technology in teaching: "Scenarios for a Techno-Critical Pedagogy (Paula Mathieu and Ken McCallister, Spring, 1997). Funded.
- Council for Excellence in Teaching and Learning Curriculum Development Grant (\$5009) to develop custom research guide for UIC students in English 160 called , "The Road to Research: The UIC Guide to Research." Published by Stipes, this volume will be available for students in Spring, 1999 (Veronda Pitchford, UIC Library and Tobi Jacobi, 1998.) Funded.
- Council for Excellence in Teaching and Learning Curriculum Development Grant (\$7,850.00) to institute a "Peer Writing Consultants in the Disciplines Pilot Program." Kathy Ruhl, Vainis Aleksa and three UIC faculty from colleges of Business, Education, and Liberal Arts and Sciences will work with tutors to help students in upper level class with their writing. Funded.
- Council for Excellence in Teaching and Learning Curriculum Development Grant (8600.00). "Training Part-Time Lecturers to Teach in the First Year Composition Program." With Patty Harkin and Nancy Downs. Not funded.

***Publications***

**Books:**

***Making Writing Matter: Redesigning First-Year Composition for the Engaged University.*** This book imagines a new space for writing instruction in metropolitan

research university. I focus, in this book, on characterizing the intellectual work that first year writing programs share with faculty who conduct engaged scholarship. That shared intellectual work is the use of language, of text and discourse, to conduct research, to shape knowledge, and most broadly, to contribute to the public good. Forthcoming from SUNY Press.

***In Context: Reading and Writing in Cultural Conversations.* 2005.** 624 pages. second edition. This edition of the reader offers a new introductory chapter will additional support for writing students and a new first unit on authenticity. New readings and activities throughout the book strengthen its emphasis on ongoing cultural conversations and civic participation. (with Ellen McManus and Nancy Downs)

***In Context: Participating in Cultural Conversations,*** 2002. 672 pages. Addison-Wesley Longman. A cultural studies reader that invites students use writing as a way to participate in important public conversations. Selection of contemporary and challenging readings organized around four thematic units: searching for authenticity, establishing a sense of place, participating in civic conversations, and adapting to the changing economy. Each unit concludes with a case study that asks students to investigate a single controversial event through related documents (newspaper reports, codes of conduct, proposals). Writing projects are organized around four rhetorical concepts –context, genre, language, and consequences -- that help students see how writing can be a tool for change. (with Nancy Downs and Ellen McManus).

***Writing and Learning in the Disciplines.*** HarperCollins College Publishers, 1996. 612 pages. This combination rhetoric and anthology brings a scholarly textbook to the writing in the disciplines market aimed at both the first-year and advanced levels. It introduces, through interviews, teacher/scholars in nine disciplines who tell their own stories and then guide students in reading discipline-specific texts. Students learn about the ways-of-knowing in the disciplines; about how to use strategies for writing and learning such as summary, synthesis, and analysis; and how to weave personal interests with work in an academic discipline through the documented research essay.

***Writing in Real Time: Modelling Production Processes.*** (Ed.), Ann Matsushashi (now Feldman), Norwood, New Jersey: Ablex. A collection of research reports on cognitive approaches to writing.

#### **Articles, Chapters, and Reports:**

**“The Impact of Partnership-Centered, Community-Based Learning on First-Year Students’ Academic Research Papers.”** *Michigan Journal of Community Service Learning.* In Press.

**“Strong at the Seams: Joining Academic and Civic Interests.”** In *Quick Hits for Educating Citizens.* Ed. Perry, James L., and Steven G. Jones. Indiana University Press: Bloomington, IN. 2006.

**“Teaching Writing in a Context of Partnership.”** In *City Comp: Identities, Spaces, and Practices*. Ed. Bruce McComiskey and Cynthia Ryan. SUNY Press, 2003.

**“Collaborative Learning Networks: A Curriculum for the 21<sup>st</sup> Century.”** In *Beyond English, Inc.* Ed. David Downing, Claude Mark Hurlbert, and Paula J. Mathieu, Heinemann, 2002. (co-authored with Patty Harkin and Jim Sosnoski).

**“Electronic Institutional Portfolios: Using the Web for Assessment, Improvement, and Accountability.”** *A Collection of Papers on Self-Study and Institutional Improvement*. Chicago: The Higher Learning Commission (NCA). (Susan Kahn, Ann Feldman, Barbara Walvoord, pages 3-5).

**City of Neighborhoods, City of Stories.** Conference on College Composition Convention Preview, Fall, 1998, p. 31.

**Rethinking Composition: Diverse Students in Dialogue with Multiple Communities, Or, Did Esperanza Enroll at UIC?** *Works and Days*. 29/30. Volume 15, 1&2, Spring/Fall, 1997 pp. 272-276. The entire volume is devoted to an on-line conversation, The TicToc Project: Teaching in Cyberspace Through On-Line Courses.

**What I Learned at this Conference: A Personal Narrative of a Literacy Event.** In R. Beach (Ed.), *Multidisciplinary Perspectives on Literacy Research*, National Council of Teachers of English, 1992.

(all of the following published as Ann Matsuhashi)

**A Theoretical Framework for Studying Peer Tutoring as Response.** In C. Anson (Ed.), *Responding to Student Writing*. Urbana, IL: NCTE, 1989 (with Alice Gillam-Scott, Rance Conley, Beverly Moss).

**Revising the Plan and Altering the Text.** In A. Matsuhashi (Ed.), *Writing in Real Time: Modelling Production Processes*. Norwood, New Jersey: Ablex, 1985.

**Revision, Addition, and the Power of the Unseen Text.** In S.W. Freedman (Ed.) *The acquisition of written language: Revision and Response*. Norwood, New Jersey: Ablex, 1985 (with Eleanor Gordon).

**Cognitive Questions from Discourse Analysis: A Review and a Study.** *Written Communication*, 1984, 1 (3), 307-339 (with Karen Quinn).

**A Theory of the Writing Process.** In M. Martlew (Ed.), *The Psychology of Written Language*. New York: John Wiley, 1983 (with Charles R. Cooper).

**Explorations in the real-time production of written discourse.** In M. Nystrand (Ed.) What Writers Know: The Language, Process, and Structure of Written Discourse. New York: Academic Press, 1982.

**Pausing and Planning: The Tempo of Written Discourse Production.** Research in the Teaching of English, 1981, 15, (2), 113-134.

**Small Group Responses.** English Education, 1980, 12 (1), 26-31.

**The Buffalo City School Writing Place Project: Evaluating the Effectiveness of a Supplemental Tutorial Writing Program.** The English Record, 1980, 31, (2), 2-9 (With Tom Reigstad and Mike Williamson).

**The Western New York Writing Project--Teachers Teaching Teachers: A New Approach to Improving Student Writing.** The English Record, 1979, 30 (1), 10-13 (with Dawn Ryan).

**One-to-one to Write: Establishing an Individual Conference Writing Place at your School.** English Journal, 1978, 67, (8), 30-35 (with Nina Luban and Tom Reigstad).

### **Selected Presentations and Workshops**

“This Container Isn’t Big Enough: Writing Outside the Walls of the University”, The Management Conference, Florence Italy, Summer, 2006

“Community-Based Writing” Paper presented at the Conference on College Composition and Communication, Chicago, March 24, 2006

“Writing in a Community of Practice” Paper presented at the Conference on College Composition and Communication, San Francisco, March 18 2005

“Genre and a Literary Mystery” Great Cities Faculty Forum Seminar, Spring, 2003.

“The New Learner,” The Learning Conference, London, Summer, 2003

“Ordinary Writing: Building a First-Year Writing Program as a Community of Practice” Paper presented at the Conference on College Composition and Communication, New York City, March 22, 2003

“Engagement in Learning.” American Association of Higher Education, March 16-March 22. Strand Leader for Communities of Practice Innovation. Conference attendees chose one of 14 communities and participated in that community throughout the conference through meetings, informal gatherings and two formal sessions. Web support is provided before, during, and after the conference at <http://www.aahe.org/nche/2002> .

- “Electronic Institutional Portfolios at the University of Illinois at Chicago.” NCA Conference, Chicago, Illinois. April 1, 2001.
- “Continuous Learning through Portfolios.” Truman College, Chicago, Illinois. April 16, 2001.
- “Writing through Partnership and Engagement.” Watson Conference, Louisville, Kentucky. October 6, 2000.
- “The Role of Composition in an Engaged University,” Great Cities Scholars Meeting. Spring, 1999.
- “Involving Teaching and Research Assistants in Community Partnerships: Issues of Authority and Answerability.” Presentation for International Health Leadership Luncheon Series. Monday, February 8, 1999 (with Anne Knepler and Paula Mathieu).
- “Realizing a Sense of Community: Pilsen, the Arts, and the University of Illinois at Chicago” A session at the Conference on College Composition and Communication, April 2, 1998. Chicago, Illinois. (with Tobi Jacobi, Cordelia Maloney, and Kristina Dziedzic).
- “Access to Literacy for First-Year College Students at the University of Illinois at Chicago,” at the Seventh Biennial conference on writing at the University of New Hampshire, Durham, New Hampshire, October 4-5, 1996 (with Nancy Downs, Jennifer Cohen, Mary Zajac, Paula Mathieu).
- "Exploring Chicago: Academic and Community Inquiry for First Year College Students." Conference on College Composition and Communication, Milwaukee, Wisconsin, March, 1996 (Presented by Daiva Markelis and Mary Zajac).
- "Non-Traditional Approaches to Diversity and Multiculturalism in the Urban University." Thirty-Second Annual Community-College/University English Articulation Conference, Allerton House, Monticello, Illinois, April 12, 1996 (with Mary Zajac and Jennifer Cohen).
- "Actors, Waiters, and Anthropologists: Learning in Communities of Practice." Conference on College Composition and Communication, Washington, D.C., March, 1995.
- "How do we know what we see? Event Analysis as a Lens for Literacy Research." Conference on College Composition and Communication, Nashville, 1994.

- "Students' Letters to Mike Rose: What Students Say about Writing and Learning in the University." Conference on College Composition and Communication, San Diego, 1993.
- "The Rhetoric of Reading and Writing Social History." Conference on College Composition and Communication, Boston, 1991 (with Karen Quinn and Lynn Weiner).
- "Helping Students Benefit from Diversity through Peer Tutoring and Collaborative Writing," Day-long Workshop, Conference on College Composition and Communication, March, 1990.
- "Using Collaborative Learning in the Classroom," College of DuPage, Faculty Workshop, April 28, 1989 (with Sheila Kennedy).
- "From Graduate Student to Faculty via the Social Science Research Report," Conference on College Composition and Communication, March 16, 1989 (Panel with Anne Herrington and Nancy Spivey).
- "Peer Tutoring: How Two Heads can be Better than One." Keynote Speaker, Illinois Association for Personalized Learning Programs (IAPLP) Allerton Park/University of Illinois at Urbana-Champaign, 1989.
- "Developing Writing Instruction in Academic Disciplines: A Theory-Based, Research-Driven Approach." Post-Convention Workshop, Conference on College Composition and Communications, St. Louis Missouri, March 1988 (with David Jolliffe, Victoria Chou Hare, and Mitchell Rabinowitz).
- "Peer Tutoring as Response: The Evaluative Strategies of Peer Writing Tutors." Conference on College Composition and Communication, Atlanta, Georgia, March 1987 (with Alice Gillam, Rance Conley, and Beverly Moss).
- "Studying Writing in Academic Disciplines: The Development of a Research Methodology." Post-Convention Workshop, National Council of Teachers of English, San Antonio, Texas, November, 1986 (with David Jolliffe, Victoria Chou Hare, and Mitchell Rabinowitz).
- "Studying Peer Tutoring as Response." Midwest Modern Language Association, Chicago, Illinois, November, 1986 (with David Jolliffe, Victoria Chou Hare, and Mitchell Rabinowitz).
- "The Campus Writing Consulting Service: A Theory-Based, Research Oriented Approach to Developing Writing Instruction in Different Disciplines." Penn State Conference on Rhetoric and Composition. State College, Pennsylvania, July, 1986 (with David Jolliffe, Victoria Chou Hare, and Mitchell Rabinowitz).

### **Recent Invited Professional Addresses and Workshops**

- “How Writing and Collaboration Build the Backbone of Citizenship.” Presentation to McCormick-Tribune Foundation. January 27, 2006
- “Ordinary Writing in the Engaged University,” Keynote Address. Year opening conference for the First -Year Writing Program, University of Illinois at Chicago. August 21, 2001.
- “Involving Teaching and Research Assistants in Community Partnerships: Issues of Authority and Answerability.” Presentation co-sponsored by the University of Illinois at Chicago Great Cities Institute and the International Center for Health Leadership Development, February 9, 1998 (with Paula Mathieu and Anne Knepler).
- “Rethinking Composition: Diverse Students in Dialogue with Multiple Communities (Or, Did Esperanza enroll at UIC?)” Response to consultants at the TicToc Symposium (Teaching in Cyberspace through Online Courses) Friday, May 16, Chicago, Illinois.
- "Access to Academic Literacy for First-Year College Students," Literacy Studies Colloquia Series, UIC Center for Literacy, College of Education, March 21, 1996
- "How Do I Know What I See: Studying Literacy" Awards Dinner, Department of Learning and Instruction, College of Education, State University of New York at Buffalo (5/15/92).
- "What I Learned at this Conference: A Personal Narrative of a Literacy Event" National Council for Research in English, Bismarck Hotel, Chicago, Illinois (2/18/90).
- "The Trouble with Revising . . ." National Council for Research in English, Bismarck Hotel, Chicago, Illinois (2/11/89).
- "Defining a Collaborative Space for Writing," University of Wisconsin at Milwaukee, Department of English, (11/15/89).
- "Tutoring Writers Throughout the Disciplines," Keynote Speaker: On Peer Tutoring in Writing, Fifth Annual Conference, Skidmore College, Saratoga Springs, N.Y. (10/29/88).
- "Making Knowledge Visible: The Challenge of Academic Discourse," at University of Mississippi, Oxford (1/29/88), Louisiana State University, Baton Rouge (2/11/88), University of California at San Diego 2/16/88), Syracuse University (2/25/88)

## **Teaching**

### **Undergraduate Course Topics**

- Freshman Seminar: LAS 100 (Fall, 2000)
- English 160: English Composition I (Spring, 2003)
- English 161: English Composition II (Spring, 2001)
- English 380: Writing in the University: What do we Learn?
- English 398: Participating in English Studies (Senior Honors Seminar)
- English 375: Rhetoric in Public Life (Fall, 2006)

### **Graduate Course Topics**

- English 555: Teaching College Writing (Semester-long T.A. training course, involving peer-tutoring, on-going classroom participation, planning for units, textbook choice, and syllabus development.)
- English 501: Introduction to Research in Language, Literacy, and Rhetoric (Introduces new masters and doctoral students to a broad range of issues in the field and to historical and professional concerns as well.)
- English 486: Studies in Teaching Rhetoric and Composition (Variety of topics including Writing in the Disciplines, Models of Teaching and Learning, and Collaborative Writing.)
- English 484: Studies in Language and Cognition ( Theories of literacy development, including Bruner, Vygotsky, and Piaget.)
- English 586: Seminar in Language and Cognition (Focus on situated learning in academic communities)
- English 552: Research Practicum in Language and Cognition (Focus on developing a interpretive framework for research called Event Analysis.)

### **Doctoral Dissertations Chaired**

- Quinn, Karen B. Researching the Relationship between Reading and Writing: The Generation and Elaboration of Ideas from Reading Informational Prose to Writing Argument. 1987.
- Severino, Carol J. Helping Non-Traditional Students Achieve College Literacy. 1989.
- Mulvaney, Mary Kay. Interpreting Academic Apprenticeship: A Theoretical Synthesis and Event Analysis of Academic Enculturation. 1994.
- Kowal, Krisopher H. The Semantics of Multicultural Discourse: Linguistic Relativity, Contrastive Rhetoric, Intercultural Pragmatics. 1994.
- Petcher, Douglas A. Historical Objects and Moments: A Contextualized Historicism for Composition Studies. 1995.
- Mary E. McManus. Cultural Studies into Case Studies: The Re-emergence of Writing in the Composition Classroom. 2002.
- Ruhl, Kathleen. Lessons from the Writing Center Intersection: Learning to Teach (Writing) to Learn Teaching. 2003.
- Chin, Barbara Diane. Inadvertant Alienation: A Rhetorical Analysis of Pro-Service-Learning Arguments that Backfire. 2007.

### **Recent Committees:**

- Worthman, Chris. 1999. *Different Eyes: Imagery, Interaction, and Literacy Development at TeenStreet*. Chaired by Caroline Heller.
- Kazan, Tina. 2001. *Teaching the Student Body: Towards an Embodied Pedagogy*.
- Eva Bednarowicz. 2002. *The Revisionary Writing Center: The Rhetoric of a Moo Tutorial*.

## **Service**

### **Professional Service**

Local Arrangements Chair, Conference on College Composition and Communication, Chicago, 1998. Local arrangements chair is responsible for smooth operation of this national conference attended by over 3000 participants. The chair and her committee is specifically responsible for room arrangements, audio-visual equipment, exhibits, food, information and hospitality, printing and posters, publicity, and registration.

Conference on College Composition and Communication, Executive Committee (elected office, 1986-1989, appointed, 1998).

Midwest Modern Language Association, Section Officer (appointed 1986-1987).

Evaluation Project: Buffalo City Schools Writing Places, 1978.

Director, Western New York Writing Project, 1978.

Ongoing Peer Review: Research in the Teaching of English, College Communication and Composition, ERIC Document Service, Ablex Publishing, HarperCollins, MacMillan, Houghton-Mifflin, and St. Martin's Press.

### **Community Service**

Hillel of UIC Advisory Board, 1995-2000.

Chicago School Reform, Local School Council, Parent Representative, Decatur Elementary School (elected office, 1991-1992).

### **University Service**

Great Cities Faculty Scholar Committee and Seed Grant Committee, March, 2000, 2002, 2006.

Writing Center Task Force, 2002-2003. Report Issued, Spring 2003.

Presentation at Teaching Orientation for New Faculty. 1996, 1997.

College of Liberal Arts and Science retreat on general education at Lake Geneva Illinois, April 3-4, 1997. Group of 50 faculty assessed current state of general education at UIC and made recommendations for change.

Council for Excellence in Teaching and Learning, 1994-1997. University-wide committee to advise the provost on issues of teaching and learning. Chaired committee on Student Retention as an Issue of the Classroom. Chaired review panel for Teaching Recognition Award.

Curriculum Development of Freshman Success Seminar with a team from the Council for Excellence in Teaching and Learning, Summer, 1995,

University-Wide Search Committee for Instructional Media Planner to work out of Provost's office and provide support for faculty use of technology.

IBHE Evaluation of Masters Degree in Instructional Leadership, Spring, 1996. Chaired committee and issued report.

Graduate College Awards Committee, 1994-1996 (Robert Tissot, Chair)

College of Liberal Arts and Sciences, Writing in the Disciplines Board, University of Illinois at Chicago (1989-1991).

UIC/CCC Partnership Committee: With participation from City Colleges of Chicago and Liberal Arts and Sciences, developed a proposal for promoting faculty development and support student transfer from City Colleges to UIC (1986-1990).

Strategic Planning Committee: A University-wide committee charged with developing goal-oriented strategies for planning the future of the university (1986-1987).

University of Illinois at Chicago/City Colleges of Chicago Partnership Program (1986-1987).

Cognitive Science Committee: A five-member committee charged with designing an interdisciplinary masters program (1984).

Biomedical Science Program--Early Outreach Urban Health Program of the University of Illinois. Led writing workshops in this five-year, academic achievement program (grades 9-12) to encourage entry into the biomedical sciences, 1979-1984.

### **Departmental Service**

Chaired search committee for Language, Literacy and Rhetoric Faculty, 1999  
(Patty Harkin hired).

Search committee for Language, Literacy, and Rhetoric Faculty, 1998 (Jim  
Sosnoski hired.)

Search committees: Scailab coordinator. Staff position to provide technical  
support for instructors using our computer lab. Writing Center Coordinator: Staff  
position to run university-wide Writing Center, oversee graduate students and  
undergraduate tutors.

Composition Committee, Chair, 1994-present. University and Department faculty  
group to advise composition program. Current focus on electronic pedagogy.

Teaching Committee, 1995-1997. Developed procedures for peer observation and  
chose recipients of the Stern Award.

Chair, Language, Literacy, and Rhetoric Graduate Specialization. 1991-1994.  
Conducted yearly curriculum planning. Advised head on course offerings.  
Supervised the revision of masters programs in Teacher Education and in  
Language, Literacy, and Rhetoric.

Graduate Curriculum Committee, 1995-1996.