

**2007**

**LINDA DEGROFF, PH.D.**

**ACADEMIC HISTORY**

Name: Linda-Jo Caple DeGross  
Rank: Associate Professor  
Date of Appointment: September, 1986  
Current Assignment: 100% instruction  
Status: Tenured 1992  
Highest Degree: Ph.D., Syracuse University, 1985

**Academic Positions**

Associate Professor Department of Language Education  
University of Georgia, 1992-present

Assistant Professor Department of Language Education  
University of Georgia, 1986-1992

Adjunct Assistant Professor Reading and Language Arts Department  
Syracuse University, 1985-1986

Graduate Assistant Reading and Language Arts Department  
Syracuse University, 1982-1985

Teacher Fayetteville-Manlius Schools, NY  
1970-1982

Graduate Assistant Special Education Department  
Syracuse University, 1986-1970

**RESIDENT INSTRUCTION AND CONTINUING EDUCATION**

**Courses Taught**

ELAN 3110 Children's Literature & Oral Language (K-4)  
ELAN 5210 Children's Literature & Oral Language (4-8)  
ELAN 6310 Survey of Children's Literature (K-8)  
ELAN 6410 Young Adult Literature (4-12)  
ELAN 7016 Folk Literature (K-8)  
ELAN 5314/7314 Informational Literature (K-8)  
ELAN 5318/7318 Culturally Diverse Children's Literature (K-8)

ELAN 7310 Children's Literature in the Curriculum (K-8)  
ELAN 6045/8045 Special Topics – Historical Fiction & Biography (4-8)

### **Advising**

Currently advise MED and EDS students.

Graduate Coordinator, Fall 1996-2003.

### **Course and Program Development**

ELAN 5318/7318 - Culturally Diverse Children's Literature, new course development with Dr. Fenice Boyd, 1998.

Alternative Teacher Education - program planning and team member, 1992-1997.

EEN 510/710 - Informational Literature in Early Childhood and Middle Schools, new course development, 1991.

EEN/LIN 500/700 - Language Acquisition and Development, course development to meet requirements for certification in teaching English as a Second Language, 1987.

### **Instructional Grants**

UGA Instructional Technology Leadership Program, \$2,500 in equipment, Maymester, 2000.

Georgia Online Teaching Initiative (GOTI), \$2,000 and new computer, Summer Faculty Seminar, 1998.

University System of Georgia, \$7,093, AWebCT & Technology for Teaching Children's Literature, 1998.

The University of Georgia Office of Instructional Improvement, \$1,597, "Videotaping Literature-Based Teaching Practices," 1990.

### **SCHOLARLY ACTIVITIES**

#### **Publications**

\* publication after stringent editorial review

\*\* invited publication

Books Authored or Co-Authored (none)

Books Edited or Co-Edited (none)

## Chapters in Books

- DeGroff, L. (1995). Is there a place for computers in whole language classrooms? In J.E. DeCarlo (Ed.), Perspectives in whole language. Boston: Allyn and Bacon. [reprinted from The Reading Teacher, 43(9), 568-572].
- \*\*DeGroff, L. (1994). Using computers to promote literacy. In T.V. Raskinski (Ed.), Parents, teachers and literacy learning. Fort Worth, TX: Harcourt Brace.
- \*\*DeGroff, L., & Galda, L. (1992). Responding to literature: Activities for exploring books. In B.E. Cullinan (Ed.), Invitation to read. Neward, DE: International Reading Association. (Contribution = 50%).
- DeGroff, L. (1991). Is there a place for computers in whole language classrooms? In L. Reichel (Ed.), Computers and teaching. Saint Paul, MN: West Publishing Company. [reprinted from The Reading Teacher, 43(9), 568-572].
- \*\*DeGroff, L.C. (1984). Predictable books: An important genre for young children. Proceedings of the Invincible Louisa Conference (pp. 81-87). Syracuse, NY: Syracuse University School of Education.

## Monographs (none)

## Journal Articles

- \*Commeyras, M., & DeGroff, L. (1998). Literacy professionals' perspectives on professional development and pedagogy: A national survey. Reading Research Quarterly, 33(4), 434-472. (Contribution = 50%)
- \*Stanulis, R., Hankins, K., Commeyras, M., & DeGroff, L. (1998). Literacy professionals' stories of how they see students' influenced teacher knowledge and change. In C.K. Kinzer, K.A. Hinchman, and D.J. Leu (Eds.). Forty-sixth yearbook of the national reading conference (pp. 427-437). (Contribution = 20%)
- \*\*Commeyras, M., Hankins, K., DeGroff, L., & Stanulis, R. (1996). What do teachers in the United States think about book clubs and multicultural literature? Georgia Journal of Reading, 21(2), 21-24. (Contribution = 25%).
- \*\*DeGroff, L., Stanulis, R., Commeyras, M., & Hankins, K. (1996). Getting to know about our ways of knowing: A preliminary report from a national survey. Georgia Journal of Reading, 21(1), 10-14. (Contribution = 25%).
- \*DeGroff, L. (1992). Process-writing teachers' responses to fourth-grade writers' first drafts.

Elementary School Journal, 93(2), 131-144.

\*\*DeGross, L. (1990). Research into practice: Working with computers in whole language classrooms. Reading Today, 8(4), 11.

DeGross, L., Galda, L., & Walworth, M. (1990). Exploration and discovery: Books for a science curriculum. The Reading Teacher. 44(4), 316-325. (Contribution = 45%).

DeGross, L., Galda, L. (1990). Across time and place: Books for social studies. The Reading Teacher. 44(3), 240-246. (Contribution = 50%).

\*\*DeGross, L. (1990). Informational books: Topics and structures. The Reading Teacher, 43(7), 496-501.

\*DeGross, L. (1990). Is there a place for computers in whole language classrooms? The Reading Teacher. 43(0), 568-572.

DeGross, L. (1989). Readers theatre with The Jolly Postman. The Children's Literature Assembly Bulletin. 15(2), 6-7.

\*DeGross, L. (1989). Developing writing processes with children's literature. The New Advocate, 2(2), 115-123.

\*DeGross, L.C., & Leu, D.J., Jr. (1987). An analysis of writing activities: A study of language arts textbooks. Written Communication, 4(3), 253-268. (Contribution = 50%).

\*DeGross, L.C. (1987). The influence of prior knowledge on writing, conferencing, and revising. Elementary School Journal, 88(2), 107-120).

\*Leu, D.J., Jr., DeGross, L.C., & Simons, H.D. (1986). Predictable texts and the interactive-compensatory hypotheses: Evaluating individual differences in reading ability, context use and comprehension. Journal of Educational Psychology, 78(5), 347-352. (Contribution = 45%).

\*DeGross, L.C. (1984). Comments on improving the comprehensibility of stories. Reading Research Quarterly, 20(1), 188-119.

#### Bulletins or Reports

\*Commeyras, M., DeGross, L., Stanulis, R., & Hankins, K. (1997). Literacy professionals' ways of knowing: A national survey. (NRRC Research Report No. 86). Athens, GA: NRRC, Universities of Georgia and Maryland. (Contribution = 35%). \*\*Alvermann, D., DeGross, L., (1996). A dialogue about libraries and parents. NRRC News: A Newsletter of the National Reading Research Center. (Contribution = 45%).

\*DeGross, L. (1996). Perceptions of roles and relationships in the school library: A national survey of teachers, administrators, and library-media specialists. (NRRC Research Report No. 72). Athens, GA: NRRC, Universities of Georgia and Maryland.

\*DeGross, L. (1996). Getting to know the school library media specialist. (NRRC Instructional Resource No. 25). Athens, GA: NRRC, Universities of Georgia and Maryland.

#### Abstracts (none)

#### Instructional Materials

DeGross, L. (1994). Instructor's Manual for B.E. Cullinan & L. Galda Literature and the Child, (3rd Ed.), Orlando: Harcourt Brace.

DeGross, L. (with J. West & D. Wooten) (1993). Instructor's Manual for L. Galda, B.E. Cullinan, & D.S. Strickland Language, Literacy, and the Child, Orlando: Harcourt Brace.

#### Book and Curriculum Materials Reviews

DeGross, L. (1989). [Review of Writing in real time: Modeling production processes.] Contemporary Psychology, 34(11), 1022-1023.

Leu, D.J., Jr., & DeGross, L. (1985). [Review of Merrill phonics skilltexts series]. Curriculum Review, 24(4), 46-47. (Contribution = 50%).

DeGross, L. (1985). [Review of Language: Skills and use; Language: Structure and use]. Curriculum Review, 25(2), 51.

DeGross, L.C. (1985). [Review of Reading instruction and the beginning teacher: A practical guide]. Reading Psychology, 6(3-4), 271-273.

DeGross, L.C. (1985). [Review of Readings on reading instruction]. Reading World, 24(3), 106-108.

Leu, D.J., Jr., & DeGross, L. (1984). [Review of Primary sight word readers]. Curriculum Review, 24(1), 60. (Contribution = 50%).

DeGross, L.C. (1983). [Review of The process of reading: A cognitive analysis of fluent reading and learning to read]. Reading World, 23(1), 78-80.

#### Computer Software

Houghton Mifflin Publishers (1988-1989). Reading Comprehension software, Levels I-VI.

Boston. (Literature consultant).

Houghton Mifflin Publishers (1988). Instructor's manual for FirstWriter software. Boston. (Contributing author).

### Creative Contributions Other Than Formal Publications

Educational Systems Technology Corporation. (1985-86). San Diego. (Writer of instructional software).

### **Grants Received**

U.S. Department of Education, Office of Educational Research and Improvement (as part of the National Reading Research Center), Literacy professionals= ways of knowing: The national perspective, 1995-1997 (with Michelle Commeyras & Randi Stanulis), \$175,056. (Contribution = 33%).

U.S. Department of Education, Office of Educational Research and Improvement (as part of the National Reading Research Center), The role of libraries in reading instruction and voluntary reading, 1992-1995, \$20,985.

The University of Georgia College of Education Summer Research Grant, Teachers' responses to student writers, June 1989, 5% salary.

The University of Georgia College of Education Summer Research Grant, They won't let us: An examination of teachers' perceptions of conflicting demands surrounding literacy instruction, June 1988 (with Sally Hudson-Ross), 10% salary. (Contribution = 50%).

The University of Georgia College of Education Summer Research Grant, Research on classroom writing conferences June 1987, 10% salary.

### **Areas in Which Research is Done**

Literacy learning and instruction:  
reading of children's literature and other texts

### **Editorship or Editorial Board Memberships**

Editor, NRRC Research Reports and Perspectives Series, 1994-1997.

Assistant editor, NRRC Research Reports and Perspectives Series, 1992-1994.

Associate Editor, The New Advocate, 1993-1996.

Editorial Advisory Board, Reading Research Quarterly, 1997-2000.

Editorial Advisory Board, The Reading Teacher, 1989-1999

Editorial Advisory Board, Annual Yearbook of the National Reading Conference, 1990-present.

Editorial Review Board, The CLA Bulletin, 1991-1995.

Reviewer, Journal of Educational Psychology, 1988-1991.

Reviewer, The International Journal of Leadership in Education, 1998-present.

Conference proposal reviewer, American Educational Reserach Association, 1988-present.

Conference proposal reviewer, International Reading Association, 1988.

Grant proposal reviewer. Elva Knight Research Grants Competition, International Reading Association, 1985.

Manuscript and prospectus reviewer. Periodically for the following publishers: Allyn & Bacon, Wm. Brown, Christopher-Gordon, Erlbaum, Longman, Merrill, Scott Foresman, Wadsworth.

### **Convention Presentations**

\* presentation which has a published counterpart

\*\* invited presentation

### International/National

Commeyras, M., & DeGross, L. (1997, November). Who reads the professional literature on literacy education: A national survey. College Reading Association, Boston.

\*Commeyras, M., DeGross, L., Stanulis, R., & Hankins, K. (1997, May). Teachers across the United States give their opinions on new trends in literacy education. International Reading Association, Atlanta.

Stanulis, R., Hankins, K., Commeyras, M., & DeGross, L. (1997, January). Qualitative Research in Education Conference, Athens, GA.

Commeyras, M., DeGross, L., Stanulis, R., & Hankins, K. (1996, December). Literacy professionals= stories about knowing and changing. National Reading Conference, Charleston.

DeGross, L. Commeyras, M., Stanulis, R., & Hankins, K. (1996, April). Composing our lives as

literacy teacher: Sharing stories that have influenced teaching practice. International Reading Association, New Orleans.

\*DeGross, L. (1994, November). The role of libraries in reading instruction and voluntary reading. National Reading Conference, San Diego.

DeGross, L., & Guice, S. (1991, May). Classroom literature sets: A critical look. International Reading Association, Las Vegas.

DeGross, L., & Guice, S. (1990, November). An examination of commercially prepared "classroom libraries" for grades K-6. National Council of Teachers of English, Atlanta.

\*DeGross, L. (1990, May). Teachers' responses to fourth-grade writers' first drafts. International Reading Association, Atlanta.

Hudson, S., & DeGross, L. (1988, March). They won't let us. National Council of Teachers of English, Boston.

\*DeGross, L. (1988, May). Using children's literature to develop writing processes. International Reading Association, Toronto.

\*DeGross, L. (1987, December). The influence of topic knowledge and familiarity with the writing process on teachers' responses to students' writing. National Reading Conference, St. Petersburg.

DeGross, L., & Hynds, S. (1986, December). Teachers as readers: A study of teacher preparation in reading and literature. National Reading Conference, Austin.

Hinchman, K., & DeGross, L. (1989, April). Toward a process approach: Redesigning writing activities in basal reader lessons. International Reading Association, Philadelphia.

\*DeGross, L., & Leu, D.J. (1986, April). An analysis of language arts textbooks from a process-approach perspective. American Educational Research Association, San Francisco.

\*DeGross, L. (1985, November). Writing conferences: What the participants know about the topic makes a difference. National Council of Teachers of English, Philadelphia.

\*DeGross, L. (1984, November). The relationship of prior knowledge to the content of texts and peer conferences in classroom writing lessons. National Reading Conference, St. Petersburg.

Regional/State/Local

Carnes, T., Terrell, E., Toney, L., & DeGroff, L. (1997, April). A display of response options: A poster session. Children's Literature Conference, Athens.

DeGroff, L. (1997, April). Response roles: A strategy for guiding response to literature. Children's Literature Conference, Athens.

\*\*DeGroff, L. (1996, November). Making the most of your school library. Georgia Independent School Association, Athens.

\*\*DeGroff, L. (1991, February). Developing as whole language teachers. Keynote address at Mary Lois Staton Reading/Language Arts Conference. East Carolina University, Greenville, NC.

\*DeGroff, L. (1989, January). Computers in whole language classrooms. Florida Instructional Computing Conference, Orlando.

DeGroff, L., & Allen, J. (1987, September). Using literature webs in writing process classrooms. Georgia Children's Literature Conference, Athens.

DeGroff, L. (1987, May). Using predictable stories with beginning readers. Georgia Children's Literature Conference, Athens.

\*DeGroff, L. (1985, March). Knowledge of topic and its relationship to the writing and conferencing of fourth-grade students. Second Annual Linguistic Studies Conference, Syracuse University, Syracuse.

\*DeGroff, L. (1984, May). Predictable books: An important genre for young children. Invincible Louisa Conference, Syracuse University, Syracuse.

#### Convention Sessions Organized or Chaired

Symposium organizer and chair. (1988, May). Developing Literacies through Children's Literature: Theory into Practice. International Reading Association, Toronto.

Symposium organizer. (1987, December). Partners in Literacy Learning. National Reading Conference, St. Petersburg.

### **PUBLIC AND UNIVERSITY SERVICE**

#### **Public Service**

#### Inservice Courses and Workshops

Informational literature for grades P-4. (1999, January). Auburn Elementary School.

What=s new in children=s literature. (1997, June). Loganville Public Schools.

Planning literature programs. (1991, June). Clarke County Schools.

A look at commercially prepared "classroom libraries" for grades K-6. (1991, February).  
Rockdale County Public Schools.

Planning literature programs. (1990, August). Cobb County Schools. (with L. Galda).

Planning for teaching with thematic units. (1990, May). Fowler Drive Elementary School,  
Athens.

Whole language approach or literature-based instruction. (1990, February). Georgia Library  
Media Association, Atlanta.

Children's literature for whole language classrooms. (1990, Winter). Rockdale County Public  
Schools.

Informational books in the elementary schools. (1988, July). Gwinnett County Schools.

Informational literature for children. (1985, November). West Genesee Public Schools, NY.

Children's literature: Developing readers who read. (1985, October). West Genesee Public  
Schools, NY.

Literature and the pre-school child. (1985, March). Catholic Charities, Syracuse, NY.

From oral to written language: Making the transition to literacy. (1984, February). Board of  
Cooperative Educational Servies for Cayuga-Onondaga Counties, NY.

### Consultancies

Staff Development Project for UGA Educational Initiative. (1991-1992). Jackson County  
Schools.

Mosaic: A celebration of writing achievement (1987, 1988, 1990). Gwinnett County Schools.

Consultation Center for Reading and Writing. (1983-1985). Syracuse University, Syracuse, NY.

### **Administrative Services and Governance**

#### University

Participant, Academic Affairs Faculty Symposium on Technology. 1998.

Reviewer, University CSGS New Scholar Award. 1998.

Member, University Academic Honesty Committee. 1997-1999.

Member, University Libraries Committee. 1995-1997.

Member, University Council. 1989-1993.

Member, Faculty Affairs Committee. 1989-1993.

### College

Member, College of Education Technology Committees. 2004.

Member, College of Education Millennium Commission. 1998-1999.

Member, College of Education Classroom Renovations Committee. 1998.

Member, College of Education Web-Site Design Committee. 1998.

Member, College of Education Technology Task Force. 1992-1995.

Member, College of Education Faculty Senate. 1990-1994.

Member, Center for Educational Technology Advisory Board. 1988-1990.

### Department

Chair, Georgia Children's Book Award Selection Committee. 1996-present.

Conference Coordinator, Georgia Annual Conference on Children's Literature. 1998-2004.

Chair, Department Libraries Committee. 1998.

Chair, Department Technology Committee. 1998.

Member, Post-Tenure Review Committee. 1998.

NCATE Coordinator for Elementary Language Arts program. 1988-1989.

Member, Shelton Root Award Selection Committee. 1987.

## **OTHER SERVICES**

### **Service to Professional Organizations**

Secretary, Northeast Georgia Council of the International Reading Association (1991-1992).

Member, Studies and Research: Implementation Committee, International Reading Association (1990-1992).

Field Council Representative, National Reading Conference, (1988-1991).

Board of Directors, The Advocates of Literature for Young People (1988-1994).

Treasurer, Northeast Georgia Council of the International Reading Association (1988-1991).