

VITA

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EDUCATION

PhD New York University, June 1990, School of Education, English Education, (Specialization in Literature, Reading , and Media Studies).

Dissertation: Reconsidering what we talk about when we talk about literature: Social constructionist metaphors in criticism and teaching.

MA New York University, June 1978, School of Arts and Sciences, English Literature.

BA Bates College (Lewiston, ME), June 1976, English Literature

CURRENT POSITION

Associate Professor in the Language Education Department, The University of Georgia, 1996-present.

Member, Graduate Faculty, The University of Georgia, 1994-present.

PREVIOUS ACADEMIC APPOINTMENTS

Assistant Professor, the Language Education Department, The University of Georgia, 1991-1996.

Assistant Professor (Term Appointment), the Department of Educational Studies, The Ohio State University, 1990-91.

Humanities Teacher, Central Park East Secondary School, New York, NY, 1987-89.

Adjunct Instructor, the Department of Curriculum and Instruction, The City College of the City of New York. 1986-7.

English Teacher, Saint Francis Preparatory School, Fresh Meadows, NY,
1980-87.

English Teacher, Vernon Township High School, Vernon, NJ, 1978-80.

Writing Tutor, The Borough of Manhattan Community College, New York, NY,
1977-78.

SCHOLARSHIP

Books

Soter, A., Faust, M., & Rogers, T. (Eds). (2008) *Interpretive play: Using critical perspectives to teach young adult literature*. Norwood, MA: Christopher Gordon Publishers.

Faust, M., Cockrill, J., Hancock, C. & Isserstadt, H. (2005). *Student Book Clubs: Improving Literature Instruction in Middle and Secondary Schools*. Norwood, MA: Christopher Gordon Publishers.

Vine, H. & Faust. M. (1993). *Situating Readers: Students Making Meaning of Literature*. Urbana, IL: National Council of Teachers of English.

Refereed Articles

Dressman, M. & Faust, M. (2006). Poetry and its teaching in *English Journal*, 1912-2005: Ten watershed articles. *English Journal*, 96:1, 76-78.

Faust, M. (2004). Mixing memory and desire: A family literacy event. *Journal of Adolescent and Adult Literacy*, 47:7, 564-572. Re-printed as a classroom resource for teachers in 2005, www.Read/Write/Think.org.

Faust, M. (2003). Essay Review: "Getting it right": Pragmatic approaches to reading and teaching English literature. *Journal of Curriculum Studies*, 35:3, 371-386.

Faust, M. (2001). Literary art as experience: A transactional perspective on the interface between scholarship and pedagogy. *Journal of Aesthetic Education* 35:3, 37-50.

Faust, M. (2000). Reconstructing familiar metaphors: John Dewey and Louise Rosenblatt on literary art as experience. *Research in the Teaching of English* 35:1, 1-39.

Faust, M. & Glenzer, N. (2000). 'I could read those parts over and over':

Eighth graders using rereading to enhance enjoyment and learning with literature. *Journal of Adult and Adolescent Literacy* 44:3, 234-245.

- Faust, M. (1999). Advanced placement English: An uncommon view. *Teaching/Education Journal*. 10 (2), <http://www.teachingeducation.com.vol.10-2/faust.htm>.
- Faust, M. (1998). Foucault on care of the self: Connecting writing with life-long learning. *The International Journal of Educational Leadership* 2, 181-195.
- Faust, M. & Kieffer, R. (1998). Challenging expectations: Why we ought to stand by the IRA/NCTE standards for the English language arts. *Journal of Adolescent and Adult Literacy*.
- Kieffer, R. & Faust, M. (1996). Portfolio purposes: Teachers exploring the relationship between evaluation and learning. *Assessing Writing*, 3 (2), 149-72. (Cited in Brown, D., Larson, R., & Whiting, M (1997). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 31 (4), 530-40.)
- Faust, M. (1996). Intermediate possibilities: The language of reform and Dewey's Experience and Education. *English Journal*, 85 (6), 94-7.
- Faust, M.; Kieffer, R.; & Hansen, J. (1995). Taking it personally: Teacher-researchers using portfolios to support rather than to judge their work. *Portfolio News*, 6 (3), 1, 12-14.
- Faust, M. (1995). Off the wall but playable: Advice on coaching young readers. *The Journal of Reading*, 38 (8), 604-10. Reprinted in *Education Digest* (1996).
- Kieffer, R. & Faust, M. (1994). Portfolio process and teacher change: Elementary, middle, and secondary teachers reflect upon their initial experiences with portfolio evaluation. *National Reading Conference Yearbook*, 43, 82-88.
- Vine, H. & Faust, M. (1992-3). Research report/Situating Readers (Six Part Report).
- Part One: Introduction and invitation. *English Journal*, 81 (7), 62-7.
- Part Two: Sensing the general situation. *English Journal*, 81 (8), 28-30.
- Part Three: Sensing the particular situation. *English Journal*. 82 (1), 72-4.

Part Four: Sensing the voices in the situation. *English Journal*, 82 (2), 78-80.

Part Five: What disempowers meaning making? *English Journal*, 82 (3), 33-6.

Part Six: What empowers meaning making? *English Journal*, 82 (4), 75-9.

Faust, M. (1992). Ways of reading and "The Use of Force." *English Journal*, 81 (7), 44-9.

Book Chapters

Commeyras, M. & Faust, M. (2002). Resistant reading. In Guzzotti, B. (Ed) *Literacy in America: An Encyclopedia of History, Theory, and Practice*. New York: ABC-Clio Publishers, pp. 552-53.

Faust, M. & Kieffer, R. (1999). Challenging expectations: Why we ought to stand by the IRA/NCTE standards for the English language arts. In C. Denise Johnson (Ed.) *Perspectives: Literacy*. Bellevue, MN: Coursewise, pp. 125-130.

Hern, L., Faust, M. & Boyd, M. (1998) Literacy, textuality, and the expert: Learning in the English language arts. In Hynd, C. (Ed.) *Learning from Text Across Conceptual Domains*. Hillsdale, NJ: Lawrence Earlbaum, pp. 211-227.

Faust, M. (1997). Beyond individual response: Toward a dialogical approach to literature instruction. In Stahl, S. & Hayes, D. (Eds.). *Instructional Models in Reading*. Hillsdale, NJ: Lawrence Earlbaum, p. 331-349.

Faust, M. (1994). Alone but not alone: Situating readers in school contexts. In Corcoran, B., Hayhoe, M. & Pradl, G. (Eds.). *Knowledge in the Making: Challenging the Text in the Classroom*. Portsmouth, NH: Heinemann, pp. 25-33.

Faust, M. (1993). "Its not a perfect world": Defining success and failure at Central Park East Secondary School. In Donmoyer, R. & Kos, R. (Eds.). *At Risk Students: Portraits, Policies, Programs, Practices*. Albany, NY: State University of New York Press, pp. 307-325.

Reports

- Padilla, M. & Faust, M. (2003). Step basics at UGA. Developing *Knowledgeable Teachers: A Framework for Standards-Based Teacher Education*. Washington, DC: AACTE Publications, pp. 45-53.
- Faust, Mark. (2000). *The problematic of experience: What goes without saying and shouldn't among researchers and teachers seeking to define literary reading as an ethical practice*. Bloomington, IN: Indiana University, ERIC Clearing House on Reading, English and Communication. (ERIC Document Reproduction Service No. ED 439 408).
- Faust, M. & Kieffer, R. (1996). *Portfolio process: Teachers exploring assessment alternatives*. Washington, D.C.: The Catholic University of America, ERIC Clearinghouse on Assessment and Evaluation. (ERIC Document Reproduction Service No. ED 392 805).
- Kieffer, R., Faust, M., Morrison, L. & Hilderbrand, C. (1995). *A year-long study of portfolio process*. (Research Report). Athens, GA: National Reading Research Center, The University of Georgia and The University of Maryland College Park.
- Faust, M. & Kieffer, R. (1995). *Portfolio process: Teachers exploring assessment alternatives*. (Technical Report). Chicago, IL: The Spencer Foundation.

Other Publications

- Faust, M. (in press). Book Review: The work of memory: (Re)Tracing ethnic identity in teacher education. *Linguistics and Education*.
- Kieffer, R., Faust, M., Morrison, L. & Hilderbrand, C. (1996) *Questions about portfolio processes*. (Instructional Resource). Athens, GA: National Reading Research Center, The University of Georgia And The University of Maryland College Park.
- Faust, M. & Kieffer, R. (1993). Portfolio assessment: Reasons, questions, use, and power. *Connections: Georgia Language Arts* , 30 (1), 30-8.

National Presentations (* published counterpart)

- *Soter, A., Faust, M., Connors, S., Smith, J. (2007). *Interpretive play: Using critical perspectives to teach young adult literature*. Presented at the Annual Convention of the International Reading Association, Toronto, Canada.
- Botzakis, S., Murphy, S., Faust, M., Zoss, M. (2006, November). *The "Compleat" Reader: Bringing Different Knowledges and Experiences to*

Classrooms. Panel presentation at the Annual Convention of the National Council of Teachers of English, Nashville, TN.

- *Faust, M.; Isserstedt, H.; Hancock, C. (2005, November). *Teachers Using Student Book Clubs to Integrate Personal and Critical Responses to Required Literature in Middle and High Schools*. Panel presentation at the Annual Convention of the National Council of Teachers of English, Pittsburgh, PA.
- Faust, M. (2003, April). *Half-Cultivated Fields: Teachers as Readers in University Sponsored Literature Circles*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Faust, M.; Kooy, M., & O'Donnell-Allen. (2003, November). *Kaleidoscopes of Discourse: Teachers as Readers in Communities of Regard*. Panel presentation at the annual National Council of Teachers of English Fall Convention,
- Faust, M. & Graham, M. (2002, February). *Accounting and the Art of Teaching*. Panel presentation at the annual convention of AACTE, New York, NY>
- Faust, M. (2002, June). *Building Partnerships to Improve Teacher Education*. Panel presentation at the STEP Conference, Washington, DC.
- Isserstadt, H.; Cockrill, J.; & Faust, M. (2002, November). *Social Reading in Adolescent Book Clubs*. Panel presentation at the annual National Council of Teachers of English Fall Convention, Atlanta, GA
- Commeyras, M. & Faust, M. (2002, November). *Teachers as Readers*. Roundtable discussion at the annual National Council of Teachers of English Fall Convention, Atlanta, GA
- *Faust, Mark, (2000, April). *The problematic of experience: What goes without saying and shouldn't among researchers and teachers seeking to define literary reading as an ethical practice*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Faust, Mark. (2000, March). *Threat in Theory: Teacher Candidates Using "Letter-Exchange Assignments" to Theorize Reading and Literature*. Paper presented at the 21st Annual Ethnography in Education Research Forum, Philadelphia, PA (refereed)
- *Faust, M. & Glenzer, N. (1999, November). *I could read those parts over and*

over': Eighth graders using rereading to enhance enjoyment and learning with literature. Poster Session presented at the annual National Council of Teachers of English Fall Convention, Denver, CO.

- *Kieffer, R. & Faust, M. (1995, April). *Research on an emerging concept of portfolio process*. Poster Session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- *Faust, M., Kieffer, R & Hansen, J. (1994, December). *A colloquium on teacher-researcher portfolios*. Colloquium conducted at the annual meeting of the National Reading Conference, San Diego, CA.
- *Faust, M. & Kieffer, R. (1993, December). *Portfolio process and teacher change: Elementary, middle, secondary, and university teachers reflect upon their initial experiences with portfolio assessment*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Faust, M. (1993, March). *Let's teach kids how to generate, revise, select, and respond to their own questions about literature*. Paper presented at the annual spring meeting of the National Council of Teachers of English, Richmond, VA.

Service to the Department

Department Head. 2007-present

Graduate Coordinator. 2004-2007

Multicultural Education Task Force Representative, 1999-2003.

COE Faculty Senate Representative, 1997-2000.

Secondary English Program Area Chair, 1996-2003

Secondary Education Committee for Semester Conversion, 1996-7.

Post-Tenure Review Committee Chair, 1997-9.

Secondary English "Field Center" Coordinator. Language Education Department, 1993-6.

Service to the University

COE Curriculum Committee, 2003-2005.

Chair, Curriculum Committee Chairs, GSTEP Project, 2001-2005

Chair, English Language Arts Curriculum Committee, GSTEP Project, 2001

Chair, School of Teacher Education Advisory Committee, 1999.

Member, School of Teacher Education Advisory Committee, 1997-8.

Member, The Secondary English Education Committee for Program Development, 1993-4.

Member, The COE Scholarship Committee, The University of Georgia, 1991-94.

Member, The COE Secondary Education Pilot Committee, The University of Georgia, 1992-93.

Member, Committee to Develop the Master of Education Program in English Education, The Ohio State University, 1990-91.

Service to The National Council of Teachers of English

Member, NCTE Commission on Literature, 2000-2003.

Member, NCTE Nominating Committee, 1998.

Reviewer for *English Education*, *Research in the Teaching of English*, *Journal of Leadership in Education*, *Journal of Language and Literacy Education*

AWARDS AND HONORS

Recipient, Summer Fellowship for Independent Study, The National Endowment for the Humanities and The Council for Basic Education, 1985.

COE Excellence in Teaching Award, 1999.

PROFESSIONAL AFFILIATIONS

National Council of Teachers of English
 American Educational Research Association
 National Reading Conference
 Georgia Council of Teachers of English
 Georgia Language Arts Supervisors